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ABSTRACT

The annual bulletin of the Paired Reading Project contains 17 feature articles: (1) "Parental Involvement in Reading and Language" (F. Burton); (2) "Infant/Infant Cross-Age Peer Group Tuition" (A. Low and M.Davies); (3) "Comment on Low & Davies" (K. Topping); (4) "Paired Reading in Reaside Middle School" (F. Gautrey); (5) "Sex Differences in the Effectiveness of Peer Tutoring" (K. Topping and M. Whiteley); (6) "Dictionary of Praise"; (7) "Parent Tutored Paired Reading in a Summer Program for Migrant Children" (R. Ulmer and F. Green); (8) "Comment on Ulmer and Green" (K. Topping); (9) "A Cross-Age Cross-School Modular Peer Tutored Paired Reading Course" (M. Sweetlove); (10) "Paired Reading Bibliography--Update"; (11) "Paired Reading at Cumberworth First School" (L. Oxley); (12) "Reading While Listening" (M. Wisner); (13) "Paired Reading with Mentally Handicapped Adults" (J. Jones); (14) "Keeping the (Band)wagon Rolling" (T. Payne); (15) "A Whole School Policy on Parental Involvement in Reading" (K. Topping); (16) "Parent Tutored Cued Spelling in a Primary School" (P. Emerson); and (17) "Cued Spelling in Adult Literacy" (J. Scoble). Also included are reviews of a training package, a video, a program report and a booklet on developing parental involvement, as well as a section of news on paired reading topics. (SR)

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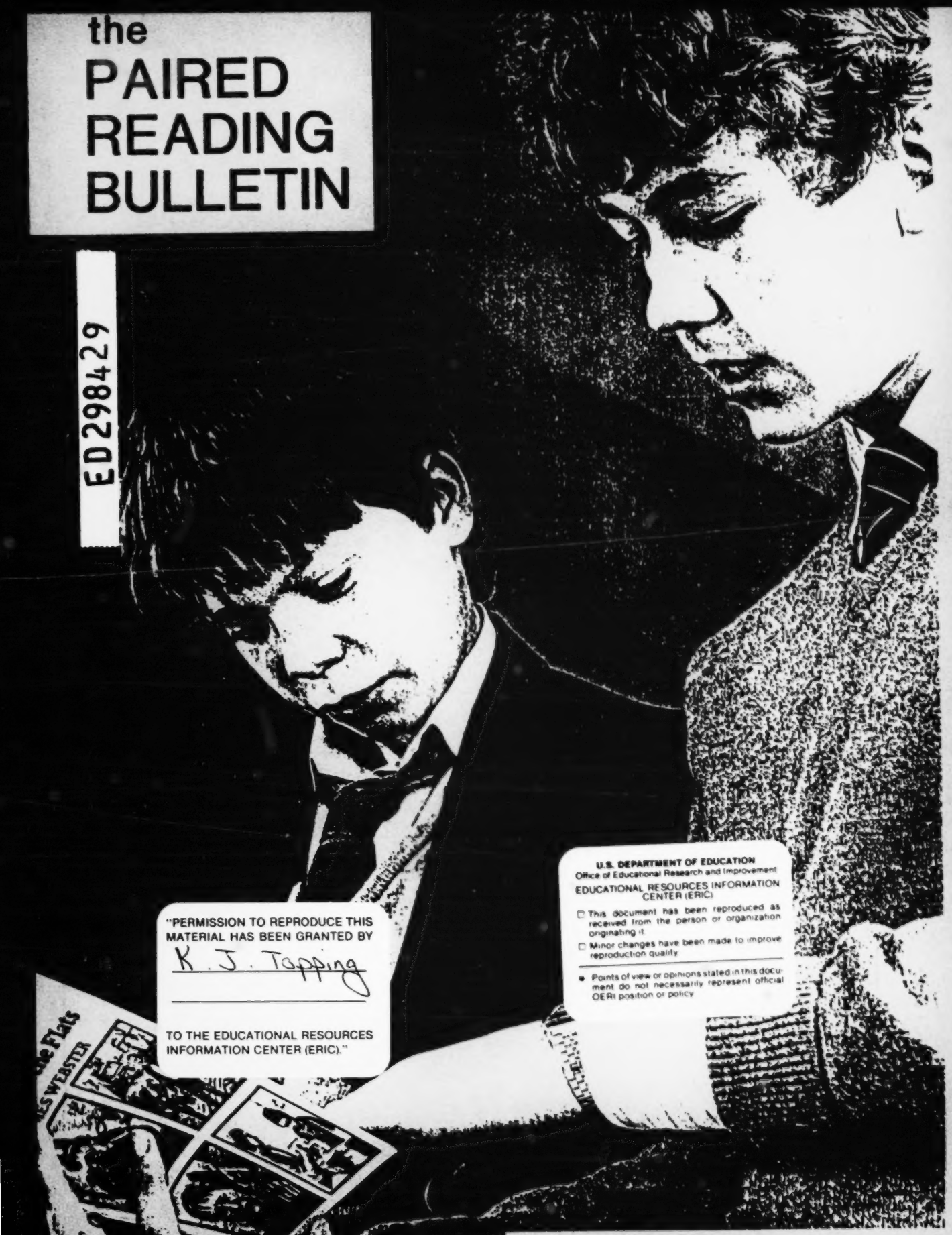

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The Oastler Centre
103 New Street
Huddersfield
HD1 2UA

Tel: **0484** 535315

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PARENTAL INVOLVEMENT IN READING AND LANGUAGE: DEVELOPING AND SUSTAINING PARTICIPATION THROUGH A SCHOOL PYRAMID

Fiona Burton

INTRODUCTION

This paper is an account of a workshop which was carried out as part of the Third National Paired Reading Conference, which was held on 8 November 1986 at Dewsbury College.

PURPOSE OF WORKSHOP

Over the last few years there has been a tremendous mushrooming of enthusiasm for schemes which aim to get parents more involved in the development of their children's reading. Many of these developments have been carefully evaluated and the benefits have been demonstrated in terms of reading skills and (less tangibly) attitudes, interests and home-school relationshops. However, it is also true that many of these schemes have been of a short term nature. It seems to me that one of the main issues which we should now be addressing is that of how we can sustain and develop the approach in a coherent way throughout the whole of a child's school career. It was ideas on this theme which I wished to discuss with the workshop participants. However, to put the problem into context, I first outlined my own experience of parental involvement in reading and language within the pyramid of schools in Frankley (a Birmingham City housing estate in the County of Hereford and Worcester) with which I work.

BACKGROUND - THE FRANKLEY PYRAMID EXPERIENCE

There is a concerted effort in Frankley to pursue a developmental policy towards the involvement of parents in their children's learning. As one might expect, this is most advanced in the area of Reading. The basic aims of this work are:

a) To develop and enhance the sense of partnership between home and school.

b) To develop the parent-child relationship with respect to children's learning.

c) To accelerate the children's progress in reading and increase their confidence and interest.

There are four key stages to this work which are consistently implemented with all children throughout the pyramid.

STAGE 1 - PRE-NURSERY

A home link teacher visits all families at home approximately two terms before their children are due to start nursery. This visit is intended as a friendly initial contact to share relevant information and lay the foundations for a good working partnership between home and school. During this home visit, the parents are invited to visit the nursery along with four or five other families. If necessary the teacher arranges to collect them, meet them at the school gate or do whatever makes them feel comfortable.

During the nursery visit, the children can join in with the activities, while the parents and nursery teacher hold an informal discussion. This focuses on what the children will do at nursery and how the parents can help both before and after their children start. At this stage the parents are also introduced to a set of activity packs which are available on loan to them. These packs, thirty-four in all, are based around a topic (eg 'Red', 'Shape', 'Counting - Numbers 1 - 5', 'The Body', 'Shopping', 'Pets', etc). They contain games, books, cassette tapes, scissors, glue, activity books etc, plus ideas of other activities which can be carried out at home or around the neighbourhood. In order to borrow and exchange these packs, the parents must call into the nursery; providing an ongoing opportunity for discussion between parents and teachers. The packs continue to be available for loan once the children have actually started to attend nursery.

STAGE 2 - FIRST SCHOOL

The next cornerstone in this curricular involvement of parents comes when the children are aged six to seven. At this point they are invited to participate in a shared reading scheme. The parents are introduced to the approach at an introductory meeting and asked to commit themselves to an initial period of involvement of six weeks. The importance of the child's choice of books, reading for enjoyment or information and the development of comprehension skills is stressed. During the six week period, contact is maintained between parents and teachers through shared record books and face-to-face contact (the teachers make themselves available on a regular weekly basis for parents who wish to talk to them). At the end of this time, parents are invited back to see their children presented with a certificate of involvement, and to discuss the scheme itself and any changes they would like to see. They are also encouraged to continue shared reading with their children but the precise organisation is then more flexible and is based on individual negotiation.

STAGE 3 - MIDDLE SCHOOL

The children move up to middle school when they are eight. This provides an excellent opportunity to re-kindle the spirit of parental involvement in reading and generate renewed enthusiasm. The basic organisation is very similar to that for the shared reading, but the technique used is Paired Reading. Thus the children are asked to take on increased responsibility and independence. There is also much greater face-to-face contact with the parents. This is achieved through regular weekly reading mornings, at which parents are invited to attend school to do that day's Paired Reading with their own child (and possibly one or two other children), have a cup of coffee and chat with the teacher and other parents about how the scheme is going. This is particularly valuable for establishing comfortable and constructive relationships between parents and teachers as the children start their new school; especially as parents are much less likely to accompany their children to and from school and get to know the teachers through informal 'at the gate' contact.

STAGE 4 - HIGH SCHOOL

On transfer to high school at twelve years of age, it might be expected that parental involvement in reading becomes less likely to happen and possibly less desirable; because of the increasing independence of the pupils. However, it is very important for children's learning that parents continue to take an informed and genuine interest in their reading and other work. Furthermore, there is no reason why such a scheme should appear babyish provided that it is well designed and aimed at children of all ability levels. At Frankley Community High School, the parental involvement in reading takes the form of a Book Club which is organised jointly by the school and the public library (on shared premises). The library provides a special bank of books and story tapes from which the children may choose. The children are encouraged to read daily at home for at least 15 minutes. The parents are asked to support and monitor their children's reading; and are given flexible guidance as to how best to do this depending on their own individual child's development, skills and wishes. The teachers also look at the children's record books weekly to discuss their progress and encourage them with their reading. Some home visits are made by the staff as part of this scheme.

In addition to the four stages outlined about, parents are invited to participate in their children's language development, reading, and maths work at other times in their school careers. However, it is not possible to provide details of all these schemes here because of the variations between schools and the fact that many of them are still being trialled and modified.

THE PROBLEM

With the exception of the pre-nursery/nursery packs, each of the schemes outlined is devised as a short sharp burst of activity, with a duration of about half a term. The result is that we generally get a very high percentage take-up and a high level of motivation from all concerned. However, when we try to extend each scheme after the initial period we also get a very high drop-out rate.

THE WORKSHOP ACTIVITY

During the workshop we explored ways of maximising the chances of this type of structured parental involvement being sustained as a constant and continuous process. This was achieved by the workshop group dividing into threes and considering the situation from the point of view of each of the parties involved - ie child, parent and teacher. Firstly, we considered the difficulties which each might experience in terms of maintaining the schemes so that they become a way life, then we considered possible tactics for overcoming or reducing these difficulties. The ideas produced are outlined below.

CHILD'S VIEW POINT

POSSIBLE DIFFICULTIES	SUGGESTED SOLUTIONS
1. Get bored, tired, prefer to do other things.	Choose time and place carefully to minimise conflict - plan ahead. Keep time slots short. Share a preferred activity after reading. Good choice of books - fiction and non-fiction and other reading materials. Ensure parents are seen to enjoy reading themselves.
2. Feelings of failure.	Involve all pupils, not just those with reading difficulties. Strong emphasis on the use of praise.
3. Poor relationship with parent.	This should improve the relationship, but if all else fails, try to get a system of regular reading with someone else.
4. Child believes parents think reading is a waste of time.	Try to involve parents in school in all sorts of ways so that child sees a more united front and hopefully gets a more consistent message.
5. Already worked at school, don't want to do more work at home and don't like reading anyway.	Make it attractive, fun, the 'in thing' to be involved with. Use additional rewards. Make it a family activity - we all enjoy reading. Good choice of books and other reading materials - magazines, newspapers, board games, recipes, instructions for making things etc.
6. Prefers to be read to by parent.	Build this in as an additional regular activity. There's no reason for parents to stop reading to children once they can read for themselves.

PARENT'S POINT OF VIEW

POSSIBLE DIFFICULTIES	SUGGESTED SOLUTIONS
1. Time - several children single parent household chores shift work	Have a go. Keep sessions short - 5 mins. Twice a week is better than not at all. Set aside a special time and make it sacrosanct. It's best if parent does it his/herself, but if that's not possible, is there anyone else? - neighbour, grandparent, older child etc.
2. Fear of doing it wrong.	Some parents need lots of reassurance, help, demonstrations and time to talk. The time a teacher takes to write friendly notes and ensure that they are regularly available if parents need advice is well rewarded.
3. It's the teachers' job. That's what they're paid for.	When parents have this attitude, careful explanation is needed to demonstrate why parents are asked to do this, and what teachers are still doing to teach reading. Inviting parents to spend time in the classroom might also help.

TEACHER'S POINT OF VIEW

POSSIBLE DIFFICULTIES	SUGGESTED SOLUTIONS
1. Time for - administration seeing parents changing books	Decide priorities. Does the benefit to the child warrant the time spent? Can anyone else help with anything, eg volunteer parents? Can there be a whole school approach to the organisational problems?
2. Feelings of anxiety about additional contact with parents.	More training and support from colleagues is needed here. Also once people have had a go they often find they enjoy it much more than they expected.

3. Resources - books for children information booklets for parents record books video tapes etc	One person needs to be responsible for ensuring materials are available within school (possibly a scale post). Special events can be held to to increase the book stock. Local libraries are a good resource. There may be a need to re-organise the storage and use of books already in school.
4. Disinterested in parental involvement.	More emphasis during teacher traing and post experience courses. Staff selection. Interest and enthusiasm of head. Involvement of staff in planning. Good school organisation and support.
5. Timing - is this the appropriate stage in the child's school career to to this?	A working party with representatives of all schools in a pyramid can help to plan and develop a systematic and organised approach to this issue throughout the children's school career. A system of staff visits between schools in a pyramid can also help.

CONCLUSION

While the list of difficulties and solutions outlined above would be of some help to schools or groups of schools which are developing their own schemes, it would probably be of far more benefit to them to repeat the workshop exercise for themselves. In doing this, they would find it particularly helpful to divide into groups. They would then be able to tackle in a very clear and specific way both general issues and those particularly relevant to their own school and catchment area.

* * * * * * *

Fiona Burton (nee Stewart) may be contacted at the Frankley Urban Programme Project, Caretaker's House, Frankley Community High School, New Street, Rubery, Rednal, Birmingham, B45 0EU. Telephone: 021 453 8225.

INFANT/INFANT CROSS-AGE PEER GROUP TUITION

Alan Low and Madeleine Davies

For the last 4 years, the techniques of Paired Reading have been explored and developed at Rossmere School, Hartlepool. The model outlined by Morgan suggested that Paired Reading could alleviate some of the difficulties experienced by older junior children who already regarded themselves as failures. The projects undertaken in Rossmere since 1983 have sought to establish the effectiveness of Paired Reading across wider age ranges and ability levels.

In 1983 parents were instructed in using the method to help their own children at home. This was most effective but there were a smaller number of children whose parents could not or would not help. Subsequently a similar project was initiated but peer tutors were selected from the class. More able children worked with those experiencing reading difficulties. The sessions continued for 6 weeks and the tutors showed a mean gain in reading age of 5 months and the tutees 3 months in that time (Winter & Low, 1984).

Age peer group tuition had been successful, so cross-age matching was selected for the next project. Pupils from the top junior class were tutors to first year junior pupils. After a month both the tutors and tutees showed average reading age gains of 9 months (Crombie & Low, 1986).

It was important at this time to establish the age at which Paired Reading is the best tuition method to employ. During the summer term of 1986 Paired Reading was introduced at infant level. Children in the top infant class were tutored by top juniors. The results of this month long project showed that the infant tutees made average reading gains of 7 months and the junior tutors 9 months (Low, Madden & Davies, 1987).

Although P.R. gains had still not "bottomed out", (infant tutees were still making significant gains in reading age), it was interesting to note from the raw data that children who did not achieve a pre-test reading age score of 6 years or above made little or no gain in score post-test, although their mean error count was reduced. The final project, therefore, was to test the hypothesis that Paired Reading is only useful as a technique if the tutee already has a sight vocabulary which is equivalent to a 6 year reading age.

METHOD

Twenty-four top infant children (12 boys and 12 girls aged between 6 years 10 months and 7 years 3 months) and twenty-four middle infants (12 boys and 12 girls aged between 5 years 5 months and 5 years 11 months) were pre- and post-tested for reading accuracy using the Macmillan Graded Word Reading Test. Graded passages were also used to determine an error count and a letter recognition test was given to youngsters who had no sight vocabulary. Both older and younger groups were then divided into experimental and control samples with 12 children in each.

Each day at 10.30 am, the tutors in the experimental group collected their tutees for the Paired Reading session, which lasted for 15 minutes. The project continued for 4 weeks (20 sessions). Each pair completed the 20 sessions even though absences forced some children to have more than one meeting each day. The Paired Reading technique was that used in previous projcts, but a great deal of practice was required with the younger children before the pairs were sufficiently competent with the technique. The reading material was selected from the first 4 levels of the Ginn 360 Reading Scheme. The tutees began at book 1 level 1 and were allowed to progress at their own speed. At the end of each session the tutor recorded the level of attainment.

RESULTS

To determine the effectiveness of Paired Reading as a technique suitable for young children (5-6 years), one must make comparisons between the scores achieved in the test and control groups. (See Tables 1-3).

In the middle infant class no child achieved a reading age of 6 years. In the top infant class eight children failed to score at the 6 year level. The average gains in reading ages for pupils in the experimental and control groups of top infants showed no significant difference. The eight children who failed to score on the Macmillan test at the start of the project failed to score on the re-test. None of the children in the lower infant class scored on the Macmillan re-test.

There is no statistically significant difference between the mean error count reduction for the top infant experimental (tutor) and control groups. The same applies to the difference in mean error count reduction for the middle infant experimental and control groups. Although fluency levels improved and the children appeared to have a more positive attitude towards reading, perhaps this is not sufficient reason to embark upon a programme of Paired Reading.

Some consideration should also be given to the difficulties experienced by and with the five and six year olds involved in the project. Younger children are more likely to be kept away from school with major illnesses. This project was undertaken in the middle term of the school year. Absences were high and appeared to relate directly to the weather conditions. Over the 20 school days of the project, a median of 5 days were lost by each tutorial pair through non-attendance of one or other partner.

Additionally, it was much more difficult to get the younger children to settle on task as compared with the experimental groups in other projects. A great deal of time was given to explaining the method and this had to be reinforced daily. This related directly to the age of the youngsters and not the usefulness of the method. The children still appeared to adapt the process to suit themselves, irrespective of instruction.

The sessions took place during morning break and the infant classes were used to having a 'snack' at that time. It was important that this 'reward' was not removed in order that a positive attitude to Paired Reading was maintained. It is difficult, however, to read aloud with a mouthful of crisps.

9.

Table 1: Reading Test Performance of the Top Infant Experimental Group (Tutors)

Child	Reading Age			Error Count		
	Pre-test	Post-test	Gain (mo.)	Pre-test	Post-test	Reduction
A	8.9	8.9	0	14	6	8
B	12.0	12.3	3	8	1	7
C	8.9	8.9	0	7	3	4
D	10.0	10.9	9	3	2	1
E	9.6	10.3	9	10	5	5
F	6.3	6.6	3	16	10	6
G	6.3	6.6	3	14	6	8
H	11.6	11.6	0	1	0	1
I	-6	-6		17	15	2
J	-6	-6		9	4	5
K	-6	-6		10	6	4
L	-6	-6		27	26	1
MEAN			3.4	11.3	7.0	4.3

Table 2: Reading Test Performance of the Top Infant Control Group

Child	Reading Age			Error Count		
	Pre-test	Post-test	Gain (mo.)	Pre-test	Post-test	Reduction
A	-6	-6		8	4	4
B	-6	-6		11	12	+1
C	8.9	9.3	6	11	8	3
D	13.3	14.0	9	0	0	0
E	-6	-6		17	11	6
F	6.3	6.9	6	10	3	7
G	6.6	6.9	3	14	13	1
H	6.9	6.9	0	14	12	2
I	6.6	6.3	-3	8	7	1
J	8.6	8.9	3	7	5	2
K	-6	-6		27	22	5
L	10.0	10.0	0	8	3	5
MEAN			3.0	11.2	8.3	2.9

Table 3: Reading Test Performance of the Middle Infant Group

Child	Experimental Group (Tutees)			Control Group		
	Pre-test	Post-test	Reduction	Pre-test	Post-test	Reduction
A	15	10	5	15	10	5
B	15	14	1	8	2	6
C	33	26	7	12	4	8
D	31	23	8	15	13	2
E	18	10	8	6	4	2
F	8	1	7	8	0	8
G	36	29	7	12	12	0
H	15	Abs	-	28	20	8
I	29	29	0	17	11	6
J	30	18	12	9	Abs	-
K	36	26	10	36	26	10
L	17	12	5	17	12	5
MEAN	23.6	18.0	6.4	15.3	10.2	5.5

The children who had a very limited sight vocabulary quickly became impatient because they appeared to be 'failing' on almost every word. The tutors were themseves too young to record easily and successfully the progress made by their tutees. Furthermore, many of the pairs were found cheating. They 'read' through books more quickly to get ahead of the others in the group. Also the tutees did not appear to adopt the habit of signalling for their tutors to stop reading, which is one of the basic requirements of the method.

However, on the positive side, the youngsters taking part in the project did derive a great deal of benefit socially. Friendships developed and the reading fluency of the tutors did improve.

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* * * * * * *

Alan Low can be contacted at Rossmere Primary School, Catcote Road, Hartlepool, Cleveland.

COMMENT

Dear Alan and Madeleine

Congratulations on being the first to publish an article on P.R. peer tutoring wholly with infant children. Readers will certainly admire your methodical approach, and your attempts at scientific evaluation in the natural setting.

Although the experimental group did not perform significantly better on the outcome measures you used than the control group, subjective impressions of improvement in the children were good and they did after all increase far more in reading age than you would expect in the time. The phenomenon of the mysteriously improving control group is well documented in the literature - is it the "John Henry Effect"?

A number of thoughts spring to mind when considering your results. Firstly, is it reasonable to expect a significant improvement in a period as short as 4 weeks? Secondly, might not the fact that the reading material was predetermined and sequenced have lowered child motivation to read for interest and encouraged 'racing' through books? Thirdly, was it wise to expect all the tutoring to occur in the children's own break time, when this is strongly counselled against in the literature (eg Topping, 1987).

I would hesitate before jumping to the conclusion that Paired Reading is not effective with children who have a reading age below 6.0 years, since there is a paper by Jungnitz et al. (1983) demonstrating the effective use of the method with top infants who were complete non-readers, although in this case P.R. was with parent tutors and continued over a much longer period. There is a great problem in using norm-referenced measures of reading performance with young children, as so many of the published tests have too high a "floor" and no discrimination at the bottom end.

Thre can be no doubt that peer tutored Paired Reading wholly with infant children is likely to be more difficult than other constellations, but I hope yours will be the first of many studies of this area. I would be most interested in direct replications of your work described above, but also in true age peer tutoring with top infants of mixed ability as both tutors and tutees. Replications should clearly consider alternative outcome measures, and longer project duration, the inclusion of at least some tutorial contact during classtime, and perhaps a greater emphasis on the Reading Together aspect in the context of the use of a much wider selection of reading materials allied to the children's preferences.

The peer tutoring literature contains a number of references to children as young as four years old functioning adequately as tutors and tutees in other curriculum areas. Peer tutored Paired or Shared Reading in the infant department may well have promise - after your pioneering effort, I hope others will refine methods of delivery and organisation to improve cost-effectiveness.

With admiration and good wishes.

Keith Topping

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PAIRED READING IN REASIDE MIDDLE SCHOOL

Frances Gautrey

Reaside is a middle school for children aged 8 - 12 years. The school itself is 6 years old and at present there are 400 children on roll. The school is situated on the Frankley Estate at the extreme northern edge of Hereford and Worcester. Frankley was built as an overspill area to house 10,000 people from Birmingham and other areas. Thus the pupils came from many different previous schools, and some individual children had attended as many as 5 schools before settling at Reaside. Many families had experienced a variety of problems before moving to Reaside, and all parents arrived with different hopes and ideas as they began a 'new life'.

Once the pupils had settled into school we realised that we were faced with many children who were experiencing reading difficulties. At one time at least half of each class had a reading age which was more than a year behind their chronological age. We obviously needed to find a solution as quickly as possible which made efficient use of time and resources, and also tapped the enormous goodwill, interest and enthusiasm expressed by parents.

We consulted many support groups and one group introduced us to the idea of 'Paired Reading'. This seemed just what we were seeking. It appeared to combine a great deal of reading activity with maximum involvement of parents, and at the same time give the children the chance to experience success in a very short period of time.

It proved essential to the success of the venture that one very enthusiastic teacher should be identified to take full responsibility for all correspondence, meetings and liaison with class teachers to ensure consistency and smooth organisation.

INTRODUCING THE PROGRAMME

We decided to introduce Paired Reading to our 1st year children. Our practical programme was as follows:

We sent letters to all the parents informing them that we hoped to initiate a reading activity for them to do with their child at home and at school. We invited the parents to come to school so we could introduce Paired Reading to them. We offered an afternoon and an evening meeting for parents' convenience. Reply slips were attached to the letter and all the children returned them to me.

On the actual day of the parents' introductory meeting all the children were issued with a plastic zip-along folder which contained: (a) a small booklet for the family giving relevant information on Paired Reading, (b) a reading record booklet, and (c) a book chosen by the child for reading.

At the parents' meeting we welcomed all parents - and other members of the family! - and introduced ourselves. It is important to establish a friendly and fairly informal atmosphere to gain the confidence of the parents. After the initial welcome and introduction we went on to talk about reading with children and stressed the importance of spending a few minutes alone - if possible! - having a quiet read with a child. We then showed parents our video of how **not** to read with a child. (We had previously made the video using three members of staff to do the role-play of parents and child struggling to read against all odds.) This part of the meeting was humorous and relaxing but was also pointed and provocative.

Next we talked about the value of reading with children in a particular way - Paired Reading. We explained exactly what the technique consists of and then showed the second part of our video, which illustrates Paired Reading between parent and child. We then pointed out the advantages for the child and mentioned some teaching points of the system. A few questions were raised at this point which we were happy to answer. We then showed the final part of our video showing an actual practical session of Paired Reading in the classroom with children, parents and teachers.

We invited the parents to participate in the Paired Reading activity with us by coming into school once a week on a Tuesday morning. This developed into a semi-social hour at school with other parents, cups of coffee, younger children and us! The parents were very enthusiastic to participate and at this point of the meeting we brought in the children and organized a practical session of Paired Reading. We took the opportunity to serve refreshments, and we also managed to circulate to check at every table that the method and practice of Paired Reading was being done correctly. We found the majority of parents and children were following the technique as we wished.

Some parents at the meeting expressed concern that they would be unable to attend our Tuesday morning sessions owing to work commitments. We offered them our 'adopt-a-reader' system for that particular session. This meant that another parent would 'adopt' their child for the school reading session, and the child's own parents would do the home reading sessions. This proved to be a highly successful system. Some parents even expressed a desire to swap their own child during the school session, claiming that he or she read better with someone else!

Our parents' meeting closed after the refreshments and practical session, and as they left we asked them to indicate by signing a list whether or not they wanted their child to participate in the reading activity and whether they would be attending the school sessions.

MATERIALS, MONITORING AND FOLLOW-UP

We had bought two Kaleidoscope boxes of books and supplemented this with about sixty County Library books. All books were ticketed and each child had his or her own named library pocket. The system of

book exchange was the same as our school library system so it was a familiar process for the children. A 3rd year girl was given the job of librarian for the duration of the Paired Reading activity, and she proved to be an invaluable help! The children were given free choice of books regardless of their reading ability and generally they chose appropriately for their interest level. They were given the opportunity to exchange their book twice a day at registration time and were allowed to choose a new book daily if they wished. Individual folders were issued to the children for them to keep their Paired Reading books in, and these were labelled with the child's name and class.

Also kept inside the folder was the child's record booklet. This proved to be vital to the success of the activity. Every Tuesday morning before the parents came to the school the record booklets were collected and checked. We kept a central file to monitor the week's reading and to note any other relevant information. A weekly comment was written in each booklet so the children knew that teachers and parents were both involved in their reading. The record books were given back to the children in time for the parents' reading session at school. This system of record keeping enabled us to discover which children were not reading much at home, and so we were able to read with them at school ourselves.

A Points and Charts system was instituted, and we felt this to be an essential part of the Paired Reading activity. The children needed to work towards something and they needed constant praise for their efforts. At the beginning of the six week period each child was given a picture with one hundred blank spots on it. A weekly check was carried out by us and according to how many times the child had read that week, the appropriate number of blank spots could be coloured on the pictures. We also gave a bonus to those children who read every day. The children enjoyed colouring the pictures and as they were displayed on the classroom wall, all children maintained a lively interest for the 6 weeks.

Having a six-week time limit for the Paired Reading proved to be a good idea for the children. They could all see a 'goal' to work for and appreciated a finishing 'line' to stop at. It was felt to be important to avoid a half-term break within the six week period.

At the end of the six week period all children who had participated in the project were presented with a 'Certificate for Excellence' during a school assembly. This incentive system proved very popular with the children, and parents were invited in to watch the special presentation.

EVALUATION

Evaluation of the Paired Reading project was done by means of a reading test and questionnaires which were issued to parents, children and staff.

The reading test used was the Hunter-Grundin Literacy Profiles Reading for Meaning Level II. A control class was also tested. The control class gained an average of five months in reading age

but the 'experimental' Paired Reading class gained an average of eleven months. In terms of an improvement in reading ability we felt that the Paired Reading project had definitely been beneficial to the children. The test results clearly indicated a marked improvement in reading ability.

In addition to the reading test results we can add some positive indicators regarding the children's attitude towards reading. Many children felt more confident with their reading skills. Some of them tackled quite difficult books which they may previously have avoided. The actual technique of Paired Reading does by its very nature afford the children the opportunity to read a wide variety of books at varying levels of difficulty. A book of intrinsic interest may be selected by the child. The children developed a wider interest and knowledge regarding books generally.

The majority of responses from questionnaires indicated that:

1. the children had enjoyed doing Paired Reading;

2. parental involvement had been successful and enjoyable for all;

3. the teaching staff felt the project had given a considerable boost to the children's reading ability and attitude to reading.

Included below are some comments made by parents on their questionnaires:-

1. "The scheme was helpful being in school, you were able to talk to teachers about any queries."

2. "... involvement with the school instead of working on your own."

3. "... it helps all the family get involved. Thomas has really enjoyed having a great deal of attention. I would like to thank you all very much for helping Thomas. It has made a great deal of difference in his reading."

It is now our intention to include Paired Reading in our school curriculum development programme.

* * * * * *

Frances Gautrey may be contacted at
Reaside Middle School, Tresco Close, Frankley, Rubery, Rednal, Birmingham B45 0HY (Telephone 021 453 7235).

SEX DIFFERENCES IN THE EFFECTIVENESS OF PEER TUTORING

Keith Topping and Marjorie Whiteley

Many primary school teachers have always encouraged children to help other children. However, in the United Kingdom, interest is currently growing in 'peer tutoring', which takes the simple notion of co-operation between children and lends it more purposeful structure.

Peer tutoring can be defined as more able children helping less able children in co-operative working pairs carefully organised by a teacher. 'Reciprocal' tutoring (in which tutor and tutee roles alternate in a pair of children of similar ability) and small group peer tutoring are possible variants, but tend to be more complex to organise successfully.

The history of the development of peer tutoring can be found in summary in Topping (1987a). Here also will be found an up to date review of the research evidence on the effectiveness of the practice. There is no doubt that peer tutoring "works". Teachers new to this area of education often accept that tutees may benefit from extra practice, but are concerned that the tutors may be "wasting their time".

However, a most important feature of the research for practising teachers is that it unequivocally demonstrates that well organised peer tutoring results in gains in attainment not only in the tutees but also in the tutors, although this would tend to be less true when the ability differential between tutor and tutee was very large. Likewise, some teachers may be worried that peer tutoring could promote unequal relationships and have undesirable effects on the social dynamics in the class, or that the system may foster dependence on the tutor in the tutee. In fact, both the research evidence and practical experience demonstrate that these anxieties are completely without foundation. On the contrary, peer tutoring promotes more positive social relationships and more independent learning (through co-operation).

Not only are attainment gains for both tutors and tutees widely reported in the literature, but many studies have also found that the children develop more positive attitudes to each other, and towards the curriculum area in which the tutoring is occurring. Some studies have reported generalised improvements in behaviour and in the self-concept of children, although these are more difficult to demonstrate.

Peer tutoring has many obvious advantages, many of which stem from the possibilities afforded by the one-to-one situation for much more active and interactive learning. During peer tutoring, many children shown high rates of time on task and a purposeful and self directed approach which may be lacking in other aspects of their work. Of course, peer tutoring cannot replace input from a professional teacher, but many teachers find it an extremely powerful tool for effective practice and consolidation.

Questions about the relative effectiveness of different sex combinations in peer tutorial pairings have been raised by previous investigators. In a major review of research, Feldman Devin-Sheehan and Allen (1976) noted that "the predominant belief among those who give advice about tutoring programs is that same-sex pairs facilitate tutoring", but in this and in a later review by Sharpley and Sharpley (1981) it is observed that "empirical data to support this assertion is limited", since in most studies same-sex pairings had been employed.

Four relevant studies are reviewed by Sharpley and Sharpley (1981), (excluding studies of sibling tutoring and those using college students as tutors). In one study in which 10 year old tutees were randomly matched or mismatched sex-wise with 15 year old tutors, no difference was found in attainment gains in the tutees. In another study of 200 15 year olds, female tutors produced significantly better attainment gains in the tutees than did male tutors. The other two studies, of a project in which 96 low achieving 15 year olds tutored reading and mathematics to 8-9 year olds, also considered outcomes for the tutors. Generally, males benefited more than females from acting as tutors, and this was true irrespective of the sex of the tutee. Males also seemed to benefit more than females from involvement as tutees, but similarly this was irrespective of the sex of the tutor. There was thus a strong implication that male-male tutorial pairings might be expected to yield the largest double benefit. Sharpley and Sharpley (1981) conclude: "there is little support for the view that same-sex pairings are superior to opposite-sex dyads. There is also no support for the opposite contention." Very little subsequent research has focused systematically on the relative effect of sex differences.

Oral reading is certainly the favourite curriculum area in which to deploy peer tutoring. Practical advice about the organisation of projects of this type will be found in Topping (1987a), and it is not proposed to repeat this here. However, one crucial feature of peer tutoring is the careful training of the children in the procedures and techniques they are to use. A technique which readily lends itself to peer tutoring is the Paired Reading method, widely known and used in the context of parental involvement in children's reading.

PAIRED READING

At its simplest, the technique involves two phases. Children are allowed to choose their own books or other reading material at any level of readability within the competence of the tutor. Project co-ordinators may control readability to an overall ceiling reflecting the ability of the tutors, or teach the tutoring pair readability checking strategies, or both. On sections of text which are difficult for the tutee, both tutor and tutee read out loud together. The tutor adjusts to the tutee's natural reading speed and synchrony is established with practice. When the tutee makes an error the tutor repeats the word correctly and requires the tutee to do likewise before proceeding.

If the tutee refuses a word or struggles unsuccesfully with it for more than five seconds, the tutor intervenes and supplies the word. Praise for correct reading and for specified reading behaviours at very regular intervals is emphasised throughout. When the tutee has selected an easier text which is more within the tutee's independent readability level, the tutee can choose to silence the tutor by a pre-arranged non-verbal signal. When the tutor becomes silent, the tutee continues to read aloud until there is a failure to read the word correctly within five seconds, at which point the tutor corrects the error and the pair **resume reading together.**

The use of the technique in action has been more fully outlined in Topping and Wolfendale (1985) and in the Paired Reading Training Pack. Appendix I summarises the technique diagramatically.

The use of the Paired Reading technique in a peer tutoring format rather than the more common adult-child tutorial format was first reported by Winter and Low (1984). Since then, many more studies have been reported in the United Kingdom (eg Topping, 1987b) and one in New Zealand. Numerous further reports are available in the Paired Reading Bulletins.

METHOD

The fifteen peer tutored Paired Reading projects reported on below were mounted in the context of a large scale Authority-wide Paired Reading dissemination exercise. However, all the projects were operated by ordinary class teachers who were allocated no extra time for the purpose and received only minimal support from external sources. The projects themselves were thus somewhat various in training methods, in monitoring of the process of tutoring and in evaluation design and method. However, in almost all cases training of the tutorial pairs was carried out in groups by verbal instruction, written instruction, demonstration of the tutoring behaviours, and supervised practice with monitoring, feedback and remediation provided as necessary by the class teacher.

The fifteen projects were carried out in 7 schools: 3 junior schools, 2 junior and infant schools and 2 middle schools. The majority of the projects deployed children of the same age (but differing ability) as tutors and tutees, but three were cross-age projects and used older children as tutors for younger children. (For most of the categories of analysis, there were no significant differences between the outcomes for age-peer projects and those for cross-age projects, so it was felt justifiable to aggregate results for all projects. Exceptions are referred to in the text below.) The 186 tutees ranged in age from 7 to 12 years, as did the tutors (ie all were of junior school age), but the majority were aged from 9 to 11 years. Matching of pairs **wholly** on a single-sex basis was a feature of only 2 of the 15 projects, which together involved only 40 children, 11% of the total studied. The lengths of the peer tutor projects were fairly uniform, ranging from 8 to 10 weeks in duration. Pre- and post-tests on norm-referenced reading tests were carried out over roughly the same period, the mean inter-test period being 8.7 weeks or 2 months.

A variety of reading tests were used: group reading tests included the Widespan (in 4 projects), Daniels and Diack Test 12 (3 projects) and The Primary Reading Test (1), while individual reading tests included the Schonell (4), Neale (1), Holborne (1) and New Macmillan Reading Analysis (1). For the purposes of meta-analysis, results on these tests were assumed to be roughly comparable. The large numbers of children involved in the research should go some way toward compensating for any inherent lack of comparability between the different tests utilised.

Of course, standardised reading tests may not yield a very valid or reliable index of children's reading development, particularly where multiple-choice group reading tests are used to evaluate the peer tutoring process, which is essentially concerned with interactive oral reading from continuous meaningful prose. Further unreliability may be introduced by the short inter-test periods, even where parallel forms were used. Nevertheless, it is not actually very easy to demonstrate large child gains on such tests, as practising teachers know only too well, so perhaps the tests can be construed as a stringent test of generalisation. The subjective perceptions of tutors, tutees and teachers have also been gathered, and will eventually be the subject of a separate report.

RESULTS

An initial summary of outcomes for different sex combinations of tutorial pairings is provided in Table 1.

From this, it is evident that the gains of both tutors and tutees indicate progress at well above 'normal' rates - over three times 'normal' on average for tutees and slightly higher for tutors. It is a common finding for peer tutors to show better outcomes than tutees, and often the differentiation is greater than here. The table also illustrates how strongly same-sex matching has been favoured in these projects, only 31% of the total participants being involved in mixed-sex pairings. It is however difficult to determine to what extent this reflects child preference or teacher inclination, although some projects show a much higher proportion of mixed-sex matching than others.

Another obvious feature of the table is that male tutees with female tutors do particularly poorly. As they appear on the whole to gain at barely more than the rate they would be expected to gain at if they were not involved in any special programme, the question arises of whether project operation is cost-effective for this particular tutorial constellation. (Although in one of the 15 projects, on a cross-age basis and using the Primary Reading Test, male tutees with female tutors did averagely well.)

Comparison of the tutor with the tutee outcomes for various sex combinations yields interesting differences. Males tutoring males seem to produce above average gains for tutors and tutees, with no significant difference in outcome. Females tutoring females seem to produce above average gains for the tutees, but below average gains for the tutors, and this difference is statistically significant (Mann-Whitney $p = 0.02$. This and other results cited are one-tailed probabilities).

Table 1: Reading Test Gains for Differing Sex Combinations of Peer Tutoring Pairings

		TUTEE OUTCOME	TUTOR OUTCOME	TOTAL
MALE TUTORS	MALE TUTEES	MMee	MMor	142
		mean = 7.58 n = 71 s.d. = 8.80 R.G. = 3.78	mean = 8.07 n = 71 s.d. = 9.62 R.G. = 4.02	
	FEMALE TUTEES	MFee	MFor	42
		mean = 4.95 n = 21 s.d. = 5.70 R.G. = 2.49	mean = 7.57 n = 21 s.d. = 9.08 R.G. = 3.78	
FEMALE TUTORS	MALE TUTEES	FMee	FMor	46
		mean = 3.00 n = 23 s.d. = 11.78 R.G. = 1.50	mean = 11.87 n = 23 s.d. = 19.21 R.G. = 5.92	
	FEMALE TUTEES	FFee	FFor	142
		mean = 7.42 n = 71 s.d. = 8.30 R.G. = 3.70	mean = 4.35 n = 71 s.d. = 12.06 R.G. = 2.17	
TOTAL		mean = 6.66 n = 186 R.G. = 3.32	mean = 7.06 n = 186 R.G. = 3.52	372

nb: (a) gains in months of reading age
(b) R.G. = Ratio Gains = ratio of reading age gain to real time passed between testings, ie a multiple of "normal" rates of gain

The results for the two types of mixed-sex pairings show some similarities. Females tutoring males seem to produce above average gains for tutors, albeit with great variability, but below average gains for tutees (M-W $p = 0.03$), the poorness of the latter already having been the subject of comment. Males tutoring females also produce above average gains for the tutors but below average gains for the tutees, and this difference is significant. [Although this difference does not reach statistical significance on the Mann-Whitney test ($p = 0.15$), it does so on the Kolmogorov-Smirnoff test ($p = 0.05$), which is considered by Siegel (1956) to be the more power-efficient test for the smaller sample size.] In the exceptional cross-age project of the 15, referred to above, female tutees with male tutors did above averagely well.

Turning to look at the outcomes for tutees in more detail, the tendency for male tutees to do better when tutored by males than by females reaches statistical significance (M-W p = 0.04). Conversely, there is a tendency for female tutees to do better when tutored by females than by males, but this does **not** reach statistical significance (M-W & K-S p = 0.07). However, female tutors certainly do better with female tutees than with male tutees (M-W p = 0.03).

Considering the outcomes for tutors in more detail, despite the surface indications that females tutoring males produce the best tutor outcomes while females tutoring females produce the worst, in fact these differences fail to reach statistical significance. However, the poor outcomes for tutors in the female-female combination are significantly exceeded by the outcomes for tutors where males are tutored by males (M-W p = 0.02) and where males are tutored by females (M-W p = 0.02).

CONCLUSIONS

By compiling the results from 15 peer tutor projects, all of which deployed the same Paired Reading technique, conclusions can be drawn from a total pool of subjects considerably larger than those used in previous studies of the effect of sex differences in peer tutoring.

For the 372 children studied, same-sex tutorial combinations were more common than mixed-sex combinations. Overall, both tutees and tutors gained in reading test scores at over three times normal rates, the tutors gaining slightly more than the tutees.

Male-Male tutorial combinations did particularly well all round. Female-female combinations were good for the tutees but poor for the tutors. Mixed-sex combinations were good for the tutors but poor for the tutees. This latter was particularly true for the combination of female tutors with male tutees.

Sex differences clearly do have an effect on the attainment gains made by tutorial pairs, notwithstanding some doubts about the validity of compiling results from many small projects using a variety of reading tests. The implication from previous research that male-male tutorial pairings are particularly effective **for both concerned** is confirmed by this data. However, other previous findings have not been confirmed, and the common supposition that same-sex pairings are more effective than mixed-sex pairings is clearly a gross over-simplification, for the interactions between sex combinations and outcomes for tutors and tutees are more complex than previous research has been able to show. However, it is worth bearing in mind that the bulk of the data reported here emanates from age peer tutoring projects, and that in **one** of the three cross-age projects good results were found for tutees in mixed-sex pairings, so the replication of this research with similar numbers of children purely in cross-age projects is highly desirable.

Teachers rarely welcome additional complexity, so the practical implications for action from this research need to be teased out clearly. Firstly, the robust effectiveness of male-male pairings is highly encouraging for those teachers who may often find it particularly difficult to motivate boys who are reluctant readers, especially if both tutor and tutee are low achievers in relation to chronological age. Secondly, the focus here on the equal importance of gains for tutors and tutees should stimulate teachers to engineer tutoring projects increasingly carefully, to ensure that the learning potential of the system for the tutors is fully exploited, rather than being preoccupied with "helping the tutees". Thirdly, the pairing of male tutees with female tutors may not be justifiable from the tutees' point of view, although the tutors do well (this may not prove to be the case if different techniques or materials are in use, of course).

The remaining two constellations of sex combinations have relative advantages and disadvantages for different members of the tutorial pair, and mixed-sex pairs with male tutors and female tutees are perfectly viable. However, for a teacher operating age-peer tutoring in a whole class, once the most favourable pairings have been determined, the options for matching the remainder of the pupils will be severely and problematically restricted. This is especially true as sex combination is only one organisational factor to take into account, the other major one being the need to maintain a roughly equivalent ability differential in the pairings.

One implication may be that the rotation of pairings at intervals with reference to variations in sex matching could be deliberately utilised to ensure that attainment gains are eventually distributed more evenly throughout the whole group. Many children find the introduction of this social novelty a welcome stimulation to revived interest after a few weeks in any case, and it also serves to widen the ambit of the positive social spin-off which is so often reported in peer tutor projects.

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Keith Topping and Marjorie Whiteley may be contacted at the Paired Reading Project, Oastler Centre, 103 New Street, Huddersfield HD1 2UA, United Kingdom. Telephone 0484 535315.

The Paired Reading Bulletins are available internationally on inter-library loan, or may be purchased at cost from the above address, from where the Paired Reading Training Pack (incorporating materials for peer tutoring) is also available.

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PARENTAL INVOLVEMENT IN CHILDREN'S READING

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Parental involvement in children's education is a subject of growing interest and recent legislation in both the UK and USA has given formal recognition of parents rights. Learning to read is an obvious area where parents can do a great deal to help, and some schools have had programmes for parental involvement in reading for some time. However, recent research has shown the considerable benefit in having carefully structured systems for parental involvement.

This book presents a review of past and current good practice in this field. Details of a wide range of schemes developed in local areas are given in a series of short contributed papers, which are grouped into sub-sections of Part II according to the type of project. Part Three is essentially a manual of materials and methods. The emphasis throughout the book is on service delivery to all children, although there is of course considerable discussion of remedial reading and children with special needs. The book should appeal to a wide audience in education, educational administration and educational psychology.

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dictionary of praise

In Reading Projects, the Pairs often keep a diary or record of what they have done. The 'helper' of the Pair is asked to write something each time about how well the 'reader' has done that day. It is best if the 'helper' can think of something good to write.

A lot of 'helpers' soon find it hard to think of new things to write. This little book makes it easy. It has many ideas about words of praise to use. So if you get stuck for what to write, just read the dictionary together, till you find the words that seem right for the day. If the 'helper' has trouble choosing, ask the 'reader' for their ideas of what would be right.

The words of praise are split into four groups. The first group is about 'Attitude' to reading -how the readers feel about reading, and if they have liked it. The second group is about 'Effort' - how hard the readers have tried with their reading. The third group is about 'Skill' - what the readers have done when reading which shows they are getting better. This is split into:-

(a) Accuracy - reading words exactly right,
(b) Comprehension - understanding what you read,
(c) Style - the way you read.

Readers often need to get better in Attitude and Effort before they get better in Skill - that is why praise is very important. The fourth group of praise words are shorter and more general - handy if you are in a rush.

(A) ATTITUDE - what you feel about reading

(B) EFFORT - how hard you try at reading

(C) SKILL - what you can do and achieve in reading

(1) Reading Accuracy - reading words exactly right

(2) Reading Comprehension - understanding what you read

(3) Reading Style - the way in which you read

(D) **GENERAL** - (1) Getting better, showing improvement

(2) Good words, instant praise, what the 'helper' feels.

* *

(A) <u>ATTITUDE</u> - what you <u>feel</u> about reading

Words like 'very', 'really', 'more', 'increasingly', 'obviously', etc can be added to many of these.

Animated!
Assured
Believes in self as reader
Cheerful re reading
Couldn't put it down
Couldn't wait to get going
Didn't want to stop!
Eager
Enjoyed book in spite of difficulty
Enjoyed every minute of reading
Enjoyed him/herself
Enjoys the reading tonic!
Enthusiastic
Expects more of self
Fast-breeder reader
Hangs on every word
High-energy reading
Impatient to start
Interested
Keen always
Less apprehensive
Likes the book today
Lively reading
Loves the story
Motivation better
Optimistic re reading
Positive in approach
Prolific reader
a Reading dynamo
Reading more widely
Reading much more than before
a Reborn reader
Receptive
Renewed vigor in reading
a Restored reader
Self-reliant
Spontaneously asked to read
Still keen
Takes pleasure in reading
Trying hard to please
Willing to read

(B) EFFORT - how hard you try at reading

Absorbed
Assiduous
Dedicated
Determined try
Doing a lot of hard work
Diligent
First long story read to the end
Good effort
Good try
He/she's framing him/herself
Indefatigable
Indomitable
Inexhaustible child
Intent
Keeps trying hard
Made a good effort
Maintaining
More willpower to succeed
Nearly read the whole chapter
Needs no nagging to read now
Non-stop reader!
Persevering
Persistence greater
Puts all his/her effort into it
Putting a lot of effort in today
Reading big words today
Really trying
Resolute
Staying the course well
Sustaining interest
Tackling hard words
Tenacious
Tireless
Tried very hard
Undaunted

(C.1) READING ACCURACY

Accurate (more)
Attention to punctuation better
Careful
Competent
Controlled reading
Did well to remember long words
Discriminates words better
Efficient
Errors fewer
Even less mistakes
Exact reader
Faultless
Fewer slips
Flawless
Getting the knack
Got a lot of hard words right

Got no words wrong
Great improvement in pronunciation
Hardly any mistakes
Hardly got a word wrong
Hardly needed help
Immaculate
Impeccable
Infallible
Inspects words carefully
Little difficulty recalling hard words
Managed some tricky words
Memory better (for words)
Mistakes fewer
More accurate reading
No mistakes
Not a foot wrong
One hundred percent
Only got one or two words wrong
Perfect
Precise reading
Proficient
Pronunciation better
Reads even complicated words
Reads long words straight off
Recalling better
Recollects well
Registers every word now
Retaining more words
Sharp-eyed reader
Skilful
Studies very carefully
Taking more care
Thorough
Two pages with no mistakes

(C.2) **READING COMPREHENSION**

Asking more about meaning
Beginning to criticize books
Coherent when discussing
Conversation good
Delving into books
Discerning
Discussion good
Exploring books
Getting a feeling for words
Good comprehension
Good talk, little reading
Probes the meaning
Remembers 'story so far' better
Stopped a lot to discuss - good!
Taking more of the story in
Tries very hard to understand
Understanding more now
Understood hard words

(C.3) READING STYLE

Accomplished
Alert
Application better
Attention undivided
Beginning to correct him/herself
Careful
Clearer
Concentrating a lot better
Confident
Coping well
Determined
Diction better
Doubts self less
a Dynamic reader
Excellent choice
Expects failure no longer
Expression coming along nicely
Expressiveness improved
Faith in self evident
Fluency improving
Fluent
Getting in tune
Getting onto a harder book
Getting settled now
Good attack!
Graceful reading
Graphic reading
Has a go at hard words
Has stopped rushing
Hesitates much less
Keeping a steady flow
Keeping a steady pace
Knocking well
Lucid
Masterful
More expression
More variety in reading
Notices punctuation
Observant
Pacing better
Paying heed
Paying attention
Phrasing better
Professional
Reading harder words on own
Reading slower and better
Reads nearly all by self
Reads quite easily
Rhythmic
Ringing the changes in books
Sensitive reading
Signalling well
Smooth

Steadier
Stylish reading
Successful
Synchronised
Tackled the hard words well
Taking notice
Takes the initiative well
Trusts own ability
Undistracted
Versatile
Vivid reading

(D.1) GENERALLY GETTING BETTER

Achieved a lot today
Advancing
Beneficial
Best ever
Best yet
Better
Better every minute
Blossoming
a Breakthrough
Catching on to reading
Change for the better
Classic reading
Coming on a bunch
Coming on great
Coming on a treat
Coped well
Developing
Did very well indeed
Doing well
Finding book quite easy
Forging ahead
Full marks
Getting better all the time
Getting better bit by bit
Getting on
Getting on to harder books
Good improvement
Good today
Great improvement
Has never read as well
Has never read better
Improved a bit more
Improved vastly
Improving all the time
Improving every day
Improving immensely
Improving rapidly
Improving slowly
Improving - very quickly indeed
Making great strides
Making headway

Mastering reading
Nearly as good as me
No problems
Overtaking me!
Picking up
Picking it up well
Productive reading
Progressing
Progressing in leaps and bounds
a Purple patch
a Radical change
Reading beautifully
a Reading revival
a Reformed reader
a Rising reading star
Reading transfusion helping greatly
Showing promise
Showing results
Stretching ability
Taking off
a Transformation
Turned the corner
Twigging what reading's about
Very competent
Vintage performance
Virtuoso performance

(D.2) GENERAL PRAISE

A.1.
Absolutely brilliant today
Admirable
Ace
Apprentice doing well
Astounding
At his/her best today
Becoming a super reader
Began very well
Brilliant (brill)
Champion
Congratulations
Contented
Coach is pleased with the player
Commended
Couldn't have done any better
Creditable
Delighted with "X" tonight
Definite improvement
Did very well
Doing nicely
Doing smashing
Eleven out of ten
Excellent
Fabulous
Fairly good

31.

Fantastic
Fine
First rate
Gets carried away!
Going very well
Good
a Good attempt
Good effort
a Good little reader
Good progress
Good reading
a Good start
Grand
Gratifying
Great
Happy session
Harmonious session
I am very pleased
I praised her a lot today
Ideal
Impressive
Jolly good today
Knockout
Lovely
Out of this world
Magic
Magnificent
Marvellous
Matchless
Miraculous
No problems
Pleased
Pleasing
a Positive effect
Praiseworthy
Read better today
Reading very well
Read this book well
Satisfied
Second to none
Skilled
Smashing
So good I had to praise him/her many times
Sparkling reading!
Splendid
Stupendous
Super
Superb
Superfine
Superlative
Ten out of ten
Terrific (Triff)
The tops
Tip top
Top quality

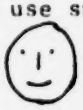
Top seed reader
Tremendous today
Well done
Well read
Wizard
World beater
Wonderful
Wonderwoman
Worthwhile
You are doing very well today
Zappy reading

Even with the help of this dictionary, you might want a change now and again.

Instead of writing, try putting stars instead:

* average ** good *** very good

or use smiley faces:

 = average = good = very good

or even points:

(1) average (2) good (3) very good

Some readers like to add up their stars or points each week, to see if they can get more the next week.

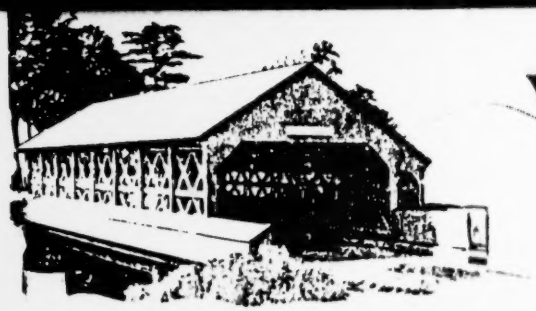
If the 'reader' does get more the next week, they might like a little 'treat' for doing so well. The 'helper' has done well, too, so they should get a treat also! But no cheating!

If you go on with your reading for many weeks you might find that writing a comment just once or twice a week is enough. Do keep making a note of what you have read, though.

This book was made by looking through the diaries kept by lots of people in many different reading projects, and picking out the best words of praise they used. Thank you to all the children and adults who helped in this way. A big special thank you to the pupils of Gomersal Middle School, who did a lot of work in collecting and writing out praise words used during their peer tutor project.

* * * * * * *

This Dictionary is available as a bound booklet from the Kirklees Paired Reading Project.



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PARENT TUTORED PAIRED READING IN A SUMMER PROGRAM FOR MIGRANT CHILDREN

Robin Ulmer and Frank Green

The Vermont Migrant Education Program offers a four-week summer tutorial program for children of dairy hands who move frequently. All the children are eligible for Chapter 1 services (meaning quite far behind their peers in reading and/or mathematics), or are Special Education students. Students meet in instructional groups once a week for 3 hours (8 students to 2 teachers), and are also tutored in their home once a week. Both "teachers" (our Migrant Program permanent staff) and "tutors" (school teachers we hire for the summer program) worked with the children.

The teachers and tutors were trained in Paired Reading prior to the 1987 program. All received copies of an article from the **Reading Teacher** on Paired Reading and several chapters from the book **Parental Involvement in Children's Reading.** We had ordered all training materials from the Kirklees Project, including the video, and used them. Then we had teachers and tutors break into groups of three. One person in the group was to act as a parent during role-play Paired Reading practice. Another, to pretend to be the child. And the third was an observer and reporter. Then everyone switched roles. Finally, reports were given and the process talked about.

Parents of the children signed an agreement to participate in Paired Reading (after it was briefly described to them) at the time they signed a permission form for their child to enrol in the summer program. Parents were, to put it bluntly, "captured" Pair Readers; they were not volunteers. Many parents couldn't read well, didn't like to read, and weren't terribly interested in their child's education, or - if they were - didn't have the self-esteem to think they might play even a small part.

Parents were then trained in Paired Reading in their homes by teachers and tutors. Usually their child(ren) was(were) present so the teacher could model for the parent while the student got a preview of the process. They were given a hand-out on "How To Do It", a record sheet, and a parent evaluation sheet. Each week, during the home tutorial visit, the teacher or tutor reviewed with the parent how Paired Reading was going. At least, that was the intent. Sometimes parents weren't home and/or children were in someone else's care. Or, the parent might be at home, but busy with other work.

Because these children move with their parents, and owing to the criteria which they must meet to be eligible for Migrant services, we are never quite sure at the beginning of the summer how many children we will be tutoring, or at what grade level. As it turned out, 42% of the children we tutored were Kindergarteners or 1st graders and, being behind their peers, couldn't read. Sixty-five per cent were 2nd graders or lower. During the program, students had great trouble choosing appropriate books to take home. Guidance was attempted, but I think teachers were reluctant to spend too much of the precious little tutorial time in the library working on book selection.

Certainly book selection seemed an important issue. We sometimes assume children will naturally pick up appropriate reading material when left to their own devices, but that doesn't always happen. Helping children learn how to pick a good book is another topic for a well-developed training programme. Another issue seems to involve the need for a more precise definition of the target population for the PR programme. Children who were reading well and who are at the reading level of an average nine year old probably need to experience more silent reading activities. Often oral reading for these children can actually inhibit the development of the more adult reading skills. Perhaps a more extensive training programme can include a more complete definition of appropriate reading activities for various ages and stages.

There also seemed to be indications that the parent training programme, although as methodical as time permitted, lacked sufficient depth to reliably change parental behaviour. At times parents tended to revert to the procedure that was familiar to them from when they were in school, i.e. the child was required to read out loud with the adult only marginally involved. Clearly, the training needs to emphasise the parent-child sharing of the experience and the literature. "Reading Alone" seemed often to be confused with "Reading Aloud by Yourself".

Fifty-five Paired Reading record sheets were analysed, and of these 44 indicated that PR was actually used, with days and times recorded by parents. Among these 44 the number of days Paired Reading was used averaged eleven out of the 28 possible. The average amount of time spent reading per day per child (considering 28 days) was 6.1 minutes per day.

About half of the parents reported that their children were now reading more, and 60% indicated their child's reading was showing greater width and variety. Likewise, about half of the parents reported that their child was showing better comprehension in reading, better confidence in reading, and greater willingness to read. A similar proportion reported improvement in accuracy in oral reading and in expressiveness, but slightly fewer (42%) reported improvements in fluency.

A sample of 18 children involved in the programme were the subject of pre- and post-programme comparisons on miscue analysis tests based on an informal reading inventory. Thirteen of the 18 children showed improvement from pre- to post-test, and of these 13, 10 were involved to some degree in Paired Reading. Five of the 18 cases showed no improvement, but of these only 2 were involved in Paired Reading. A number of procedures different to Paired Reading were used by some parents, and 10 of the most common of these could be identified:

1. Child reads out loud and parent listens.
2. Child reads out loud and parent follows silently.
3. PR used with cookbooks while preparing meals.
4. Group of children took turns reading while the parent did chores.
5. Parent read a line, then the child read that line (echo).
6. Parent and child read every other line.
7. Silent reading and discussion of pictures.
8. "Double reading" (reading each paragraph twice).
9. Child reads to younger sibling.
10. Parent has child read list of "small" words over and over.

Whatever the instructional techniques used, the obvious growth of many children in reading ability over the four week period, the access for children to reading materials provided by the tutors, the positive contact with reading evidenced in the parents, and the energy and the enthusiasm displayed by all the staff involved in the project combined to create a programme that clearly made a positive difference in the education of children who need all the help they can get.

* * * * * * *

Robin Ulmer, Special Projects Co-ordinator, can be contacted at the Vermont Migrant Education Program at the Vermont Rural Education Center. Frank Green is Professor of Education at Lyndon State College, Lyndonville, Vermont 05851, USA, telephone 802/626-9371.

Comment

(An Open Letter to Robin Ulmer and Frank Green from Keith Topping)

Dear Robin and Frank

Many thanks for the materials you sent, which I found fascinating. Your procedure for training your tutors and teachers in the Paired Reading technique looks very sound and I applaud you for it.

I note your comments about "captured" parents. It is true that all of our parents here are volunteers, but it is equally true that many of them cannot read well, do not like to read and initially lack the self-esteem to think they may have a contribution to make.

However, it is probably true that our parents do on the whole see reading (if not "education") as important, otherwise they would not volunteer. We tend to deliberately capitalise on the communication network within local communities, so that although a first project may not bring in a very high proportion of disadvantaged parents, subsequent projects tend to recruit increasing proportions of such parents as the word gets round that Paired Reading is (a) possible and (b) fun and (c) effective. I entirely appreciate that in your situation you are probably having to persuade each group of parents from scratch every time. However, if you can get your hands on one or two non-migrant parents who would be prepared to act as public relations representatives for you, they could actually prove to have greater influence than professionals.

The training and follow-up procedures for the parents look fine to me from the desription you give, and I would not have done it much differently myself. During parent training, did the teachers and tutors always get the parents to practise with the child while still under direct observation? The demonstration is essential, but without subsequent parental supervised practice, feedback and individual remediation it will not prove enough to change parental behaviour. I note that the follow-up home visits tended to be adversely affected by background organisational problems.

I think you will have had a further problem with the high proportion of non-readers in your target group of children. Paired Reading is generally used in the United Kingdom with children who already have some basic sight vocabulary. Although it is perfectly possible to use particularly the Reading Together aspect of the technique with very young beginning readers or older children who have failed to learn to read, the effect of the technique tends to take much longer to become obvious with such populations. Furthermore, it is usual with a non-reading target population for the Paired Reading input to be just one component of a much wider approach to getting the children to "take off".

I note your comments about the trouble students had choosing appropriate books to take home. In the event, I would worry less about "appropriate" books and more about "interesting" books, since without some basic motivation little reading will be done. We are familiar here with the scene of children burning with the desire to read a particular book or type of book, and making the parents' life a misery until a parent agrees to do some Paired Reading. I wonder if it was possible in your situation to make a wide enough range of attractive books in good condition available to the children. As you say, it may be that insufficient time was spent on talking with the children about their big interests in life and then seeking to relate this to written and pictorial material.

I am impressed with your methodical approach to attempting to deliver Paired Reading in an extremely difficult environmental context. I must conclude that where the results are less than exciting, this seems largely due to circumstances beyond your control. Nevertheless, it would be asking a lot to detect a

significant difference in reading performance in a span of time as short as 4 weeks, particularly in a situation where 42% of the target group were non-readers at the outset. Secondly, it did seem clear that a number of parents had not used the technique fully or properly, but there is a large question about whether a more potent or intensive parent training programme would actually be sufficient to overcome the previous learning history and lack of motivation of the parents concerned. I take the view that there is no reason to suppose that an adapted or altered technique would have been any better with this group of parents and children, who present such severe organisational difficulties in service delivery.

Turning to some of the questions you have raised, a number of thoughts occur to me. You are right in supposing that some children present problems by consistently taking home reading material which is at or below their independent reading level, and thus are Reading Alone constantly. When this happens, it is important that parents remember to praise, interrupt for discussion to check comprehension, and are meticulous in picking up even tiny mistakes. However, if the child continues like this for more than a week or two, most parents will become very bored and lapse into inactivity, so that the child may as well be reading to a dummy. The objective of Paired Reading is not to get the child to Read Alone all the time. Reading aloud as a demonstration or test without support is what many children have been used to in school, and what many of them feel is the "right" way of doing it. Thus you may have great difficulty in getting them to take on board the Paired Reading way of going about things, which implies that even for able readers, reading material should ideally be in such variety with respect to difficulty that over several days there is about the same proportion of Reading Alone and Reading Together. Thus even the able reader is constantly led into, and supported through, ever more challenging texts. Some children certainly do have to be encouraged to bring home more difficult reading material for at least some of the time. The other problem also occurs, with children who are determined to bring home high status books of great difficulty irrespective of anything else. In both circumstances, the children will certainly need guidance about variety and difficulty in the books they are taking home. We have found that children accept this much more readily from school teachers than from the parent.

Our usual practice is to allow totally free child choice for at least the first two weeks of a project, and during this period the majority of the children involved will have learnt to select adequately. For the minority who have not, some form of discreet intervention may be necessary. Again, this is extremely difficult with your migrant population.

I entirely agree that the praising and discussion are crucial elements, and it is certainly true that parents do not always seem to be good at these two aspects. It is probably, however, also true that we have an unduly pessimistic view of rates of parental

praise and discussion during initial training sessions, when almost of necessity parents are preoccupied with what can be described as the "mechanics" of the technique. Nevertheless, I have a strong suspicion that if you cannot establish this during early training, it may never appear at all. We have produced a "Dictionary of Praise" here, to try and help extend the vocabulary of praise in all kinds of reading tutors. I am however not convinced that the provision of further **written** instruction will actually change behaviour in this respect.

Even on a very difficult book, echo reading should be avoided as much as possible. Really successful Reading Together on a difficult book with a slow reader involves the parent reading very steadily and rhythmically, drawing out especially the longer words to allow the child to chime in halfway through if necessary. A natural adult reading style tends to be very swift, with words articulated in a very crisp way and with the ending of the word clipped short - this is hopeless for Paired Reading purposes. Although in the early stages the effect of Reading Together in the way I have described as desirable can seem to the parent to be unbearably metronomic, with a little more practice it becomes relatively natural and the parent can also start injecting a degree of expressiveness and exaggerated attention to punctuation, which the child will subsequently model upon.

If a parent says the child seems not to want to do Paired Reading anymore, your first reaction should be to ask the child directly. Parents will often project their own feelings onto children. Asking the child directly in front of the parent can produce an interesting reaction from both. In situations where parents and/or children are reluctant, tie them down to a basic contract specifying frequencies and lengths of time, and use a tri-partite written contract if necessary, perhaps only covering the next couple of weeks, prior to another review meeting. Both parent and child motivation does tend to wax and wane over a project period of 8-10 weeks, and some children do suddenly blossom at the end of that period. Generally, I try to be very clear and firm about the parameters of the project, and require parents and children to state clearly whether they are completely in the project or completely out of it, since a halfway house situation cannot be accommodated. Faced with this clear choice, the vast majority opt in, and can then be legitimately chastised if they fail to keep to their commitment. A few PR projects have incorporated "star charts" or other token rewards (in the occasional case exchangeable for tangible goodies) in the attempt to raise child motivation, usually in extreme cases.

I agree you need to be careful in your initial marketing not to raise parental expectations through the roof. It is certainly true that the vast majority of children who experience Paired Reading delivered correctly, consistently and positively by a parent or peer tutor improve in both reading accuracy and reading comprehension. For a great many children there are also changes in

attitude to reading and reading style. However, none of this can be guaranteed with respect to a single individual case, nor does this magic happen in the first few days. Using the notion of the attractiveness of "shared, private time together" as a public relations gambit will probably leave something to be desired in terms of effectiveness, since all parents, like all teachers, consider themselves to be terribly busy people. It is perfectly true that for many pairs it is exactly this shared private time which becomes one of the more rewarding features of the exercise for both, but I think people will only learn this by experience.

I rather liked Robin's idea of Paired Reading role reversal, with children "pretending" to tutor parents on occasion, but have never tried it. Parental training in groups is usually forced on us here for reasons of cost-effectiveness. During practice, our parents are usually too preoccupied with what they are doing themselves to observe other parents. However, we quite frequently ask parents who have graduated from previous projects to return to demonstrate the technique to new groups of parents with their children or talk about the experiences they had. For some parents, the testimony of another parent has more credibility than the lecturings of a professional. I certainly agree that parents and children need some contact soon after Paired Reading begins. Here we ideally like a home visit some time during the second week of a project for this purpose. We often follow this up with a "booster" group meeting in the third or fourth week. Both group and individual interaction are useful for PR families, and I would try to maintain a balance between the two.

Turning to some of the other questions you raise, it is true that a small number of children can become over-dependent on Reading Together, and may be disinclined to signal for Reading Alone even on texts which are well within their independent readability level. In the first instance, this is no great cause for concern, as it may be serving to build up the relationship and the child's confidence, but if it continues for more than a few weeks on material which is obviously quite easy, then encouragement to signal from a third party may be indicated, or the rules of PR could be slightly modified in this case to resolve the problem. Some children, especially "non-readers", may prefer the adult to read to them at the outset, but we have not had difficulties with children insisting on this rather than Reading Together. Of course, we would not in any case propose that Paired Reading should always take the place of reading to children, since this latter is still an extremely important experience for them. Many parents find that after ten minutes of Paired Reading, the child begins to tire, and the parent may then choose to read the rest of the story out loud to the child to ensure they experience a coherent whole.

The Paired Reading technique does **not** specify that the parents ask or in any other way prompt the children to sound out words upon which they may have stumbled. Obvious mistakes are corrected immediately in both Reading Together and Reading Alone by the adult modelling the word correctly, ensuring the child repeats it correctly and continuing to Read Together. At a hesitation when

Reading Alone which does not involve an obvious and substantial error, the adult pauses for a full five seconds to allow the child to attack the word or self-correct. However, the adult merely pauses and says nothing, and the way in which the child attacks the word or self-corrects is left completely for the child to determine what is most efficient for them.

Certainly it is important for children to have phonic skills, perhaps particularly in relation to those half of the words in our language which are spelt in a phonically regular way, but there is no suggestion that Paired Reading comprises the whole of a child's reading curriculum, and it is assumed that a good deal of work on phonics will be going on at school. However, the Paired Reading assumption is that phonics is too boring, tedious and potentially dangerous for parents to be encouraged to tinker with at home. The other assumption is that if the child cannot effectively and fluently apply phonic or other attack skills within the five seconds pause allowed during Reading Alone, then the parent should supply the word and resume Reading Together, on the grounds that to overdwell on a particular word results in the child losing contact with the semantic content of the text. In fact, this error correction procedure of simple word supply does seem in many cases to help children remember the corrected words on subsequent occasions, largely because they have (often for the first time) managed to perceive them in a context which makes sense.

In the early stages of training the Reading Together aspect of Paired Reading, some parents and children do fall into "echoing". I usually find that this is not because the child is dependent or "lazy", but because the parent is reading too fast and clipping long words off too short. By careful adjustment of the tempo of Reading Together, this problem is usually relatively easily resolved.

If children want to sound out when they are Reading Alone, it will be evident from what I have already said that they are perfectly entitled and able to do so - but if they cannot apply their phonic skill successfully within five seconds, then they are supported before they lose touch with the sense of what they are reading. If the children choose to go back and read a sentence over again, there is no reason why they cannot do so, but there is no provision within the system for parents to prompt children to do this. Of course, when the parent and child stop for discussion (perhaps at the end of a paragraph) and it becomes clear that the child has not in fact understood what has been read, then the parent could suggest that the child re-read a relevant sentence or two to ensure full understanding. However, children should be interrupted as little as possible while they are actually grappling with the text.

If you have two children at similar levels, Paired Reading can in principle be done as a triad, except that of course both children may not necessarily be interested in the same book. Also, a significant feature of Paired Reading is the individual attention

and immediate and responsive feedback to the pattern of errors of a single child. In triad Paired Reading therefore, I would suggest that the two children take turns at Pair Reading a page each with the adult, with a discussion at each change-over time. In fact, most of our parents who do Paired Reading with two children have children of different ages at different levels of reading capacity, and they usually find that they need to schedule two separate periods of Paired Reading, one for each child, although the non-active child during each session may care to observe silently and join in with any discussions.

Concerning "suitable" reading material, we usually make very clear at a training meeting that the **child** decides what they wish to read. This means that children can choose to read books from the school library or the public library, books they have at home, newspapers, magazines, brochures or comics. There is no doubt that this has a highly motivating effect on many previously reluctant readers. Of course, after the first week or two the parents rapidly realise that what children like to read is often not the same as what parents like to read, and we do get some complaints. However, these are very rarely about "trashy" or comic books, but more often about a situation where the child is determined to plough through a book on football, for example, which the parent finds unutterably boring. We have also had one or two complaints along the lines of: "now my child can read so much better, she is confident to pick up the newspaper and can really understand it, and I am very worried about the content of some of the things she is able to read" - whether this is any worse that what children are exposed to on television is a matter for debate. In general, our experience is that if children are given a free choice, they on the whole tend to be fairly conservative, and actually read much of what adults would wish them to read anyway. It is only the fact that **they** have decided which is motivating.

It is certainly true that it is much less easy to engage children in daily reading even for only five or ten minutes during the summer months when the attractions of the outdoors are considerable. In Kirklees we run many more projects during the darker and wetter months of the year precisely for this reason, and the summer months are the least favourite time for all concerned. Neither do we attempt to specifically run programmes during the long summer school holiday. For the vast majority of children the counter-attraction of television is not very significant, and we find that most children much prefer positive individual attention from a responsive adult. For those kids who are really hooked into TV, reading books based on TV series may prove a suitable bridge. In our group training meetings, we take care to involve both parents and children from the very beginning, treating them in many respects as equals. Thus, if the parent can get the child to the meeting, in 99% of cases the group ethos sweeps the child along into an agreement to contract for at least the initial intensive period of a project. In fact, the opposite scenario is more common, with children trying to drag reluctant parents to the launch meeting.

From your own experiences and from what I have said, you may well conclude that it is not a cost-effective use of your time to continue to try to incorporate Paired Reading in your Summer programme for migrants. On the other hand, if you do discontinue it, you will obviously have to be able to identify something to put in its place which you are sure is more effective in both the short and long run. In any event, I am sure that you should find Paired Reading useful in other contexts where the organisational problems of service delivery are not so severe. I wish you the best of luck with your subsequent ventures, whether or not they include Paired Reading, although I am sure that some applications will be found within the State where it proves to be more easily deliverable and highly effective. With all good wishes.

Keith Topping

the

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A CROSS-AGE CROSS-SCHOOL MODULAR PEER TUTORED PAIRED READING COURSE

Malcolm Sweetlove

Withins School is an 11-16 comprehensive with a predominantly working class catchment area, made up by a very large council estate (of which the school is part) as well as private housing within a three mile radius. The school has 1,600 pupils, 30% of whom have special needs. Many are not functionally literate on arrival.

The use of parent tutored Paired Reading and the Direct Instruction programme Corrective Reading in the school to help ameliorate this last feature has been described elsewhere (Sweetlove 1987). After successful experiences using fifth years as cross-age peer tutors of our own second and third years with reading difficulties, we moved on to something more ambitious in terms of organisational complexity.

A modular course was developed called Paired Reading in Primary Schools. It involves fourth and fifth year pupils (eventually hopefully all of them) going out to local feeder primary schools one afternoon per week, to do Paired Reading with pupils there.

Each tutor is issued with two booklets, parts of which are reproduced below to give you some idea of the organisational format and style of our approach. The first document is the "Tutor Package", which incorporates written reminders of technique and procedure, and the second is the "Diary", through which the tutors give us weekly written feedback on their experiences. I think you will see from the "Tutor Package" that our learning objectives for the school pupils for this course include many from the social domain. We certainly hope to capitalise on the social benefits which often accrue from peer tutoring, but which to those teachers who are preoccupied with reading improvement are often seen merely as "spin-off", albeit positive.

BOOKLET 1

Tutor Package

WHAT IS PAIRED READING?

There are many different theories about how children learn to read. These need not bother us. We are not so interested in teaching children to read as reading with them. If they cannot read you will be there for them to copy. Paired Reading takes the frustration out of reading for beginner readers. Just consider for a moment what it must be like **NOT** to be able to read. How did you learn to read? What do you use reading for? We are not only trying to get children to read but to actually enjoy reading.

With Paired Reading you start off **READING TOGETHER** with your partner. This sounds easy but is actually quite difficult. **You** must not go too fast. Instead you should try to go just as fast or as slow as the reader. You will get to know the right speed as you get to know your partner. The times when you READ TOGETHER are:

1. At the start of your reading session.
2. After your partner has made a mistake.
3. If your partner cannot say the word.

When your partner cannot say the word, then you should count (in your head) to 5, and if the word is not said before that, then you say the word, MAKE SURE YOUR PARTNER REPEATS THE WORD, then go on - Reading Together.

If your partner makes a mistake then you might point to bring them back to the word, **you** say it, have them repeat it, then go on READING TOGETHER.

PRAISE is to be given at all times to encourage your partner. Say "well done" or "good" or "yes, that's correct". Simple words of encouragement help in more ways than you think.

Of course, your partner will not want you to read with him/her all the time. They will want to **READ ALONE** for some of the time. They will tell you when they want to Read Alone, either by digging you in the ribs or tapping on the table or booting your shins!! Whatever the signal, when they give it, you must go quiet. You should only join in again if

a) your partner struggles for more than 5 seconds on a word
OR
b) your partner makes a mistake.

In these cases **you** say the word clearly out loud and make sure your partner repeats it clearly. Then go on READING TOGETHER until you get the next SIGNAL.

When your partner makes a mistake you do not waste time in getting them to struggle on or "sound the word out". You just say the word correctly and they repeat it. When they do well on words which look difficult, say "good" or "very good". DO NOT nag or fuss them.

Apart from this you should show interest in the book the reader has chosen. Talk about the pictures and about what's in the book as you go through it. It's best if you talk at the end of a page or section, or you might lose track of the story. Ask what might happen **NEXT.** **Listen** to each other too - don't do **all** the talking yourself. It is only necessary to read for 10-15 mins with each partner.

It will help everybody to keep a note of what has been read and how you and your partner are getting on. There is a record card to fill in for **each** person you read with. These will be kept in the Primary School.

Let's have a look at the record card. Try to give some extra written praise on this card because the child could take the card to show his or her teacher or Head Teacher how well they are doing. This will help **them** to be keen on the scheme.

You will get the hang of Paired Reading once you have had a go at it.

WHY ARE WE DOING THIS PAIRED READING SCHEME?

1. To help young children to read better and with more enjoyment.
2. To give you a very useful task to do.
3. To give you trust - to do a job well.
4. To give you a chance to be responsible for your own actions.
5. To help yourselves by helping others.
6. To help you improve your communication skills.
7. To give you "work experience".
8. To give you an opportunity to be independent, control yourself and plan your day.
9. To give you a job as Ambassadors of the school.
10. To give you an opportunity to gain contacts for positive testimonials.
11. To give you practice in your role as a future parent.

"I CAN'T DO PAIRED READING ALL AFTERNOON - I'LL GO MAD"

There will be an hour or so when you are not doing Paired Reading. You probably would go potty if you had to read all the afternoon. There are two things you could do instead.

a) Write your Personal Diary.

b) Become an assistant to the teacher you are attached to.

c) Prepare some work that may help one of the children you are reading with.

a) The Personal Diary

The first sheet is just details about you and the school you are posted at. This should be filled out on your first visit to the school. Then, there are instructions on how you fill out your diary. Let's be careful and responsible about what we write.

(i) You are asked to write about the children you read with. Keep this information for your eyes only. The only other person who should see your comments is me! **Try to be positive in your comments and on no account discuss the lack of ability of any children with anyone else you know.** You are being given great responsibility, don't abuse it.

(ii) Similary, you are asked to write about the primary school teachers. We don't want silly comments. Hopefully, we will get pleasant, helpful remarks because of the help that is extended to you by them. **Remember, they are having to work harder because you are there. The scheme would not go ahead without their co-operation. We must appreciate them.** You can write what you think at the time but keep the above information in mind, and do not show what you have written to anyone else.

You are to write about how you think you got on overall on the visit (IN THE LAST WEEK).

Finally, you will have a Form for every Thursday visit. Remember to get this signed every week by the Primary school teacher in charge.

You also have some general information to find out and write about. Fill in the general information sheet provided. Find out a little bit every week and write it out as a report on the school and on teaching. Ask the Primary school teacher for help.

Please don't forget to hand your diary to me after your last visit. Finally you have a chance to assess how you got on and how **you** think **you** did.

I must mention in this respect that I have asked the Primary school staff to assess you as well. Let's have a quick look at how they will do this.

b) You will probably be asked to join in a task that the teacher is doing or asked to do something in the classroom or with the children. The task could be PE or Art or putting pictures on the wall. **Whatever** the task is your attitude and behaviour is extremely important. The more mature and responsible you are the more responsibility you will be given and the better the task will be. Your assessment will also be better.

c) If you get a chance to help one of the pupils with their reading mistakes you could do so. Have a look at a sheet I have prepared to help you with this. However, you may not get a chance to do this sort of work, and don't worry if you do not. Still, it would be interesting to give it a try, even with just one of the pupils. Do it for homework, if you feel so inclined. See me during the week if you do not know what to do. Also see me about any problem. This is especially true if you have been absent. I shall be keeping a record of this. I shall also be coming round to see you most Thursdays; to help you. Remember, if you are absent you are letting the primary children and staff down. If you are so unwell you really cannot attend then you should phone the primary school to let them know. You would have to do this if you were at work and you were off sick. Try to be early or at least on time for each Thursday afternoon visit.

Make sure you are wearing full school uniform when you attend and be as smart as possible. Remember, politeness costs nothing. When you first arrive be prepared to smile, say a little about yourself when asked questions, and maybe you will shake hands with someone (lead with your right!)

Good manners never go unnoticed. Use your commonsense, e.g. if the teacher is very busy at one particular time, don't bother them. Wait, or make your own decision about what to do. Remember, this course is about **you**; how you make decisions and take responsibility; realising what effect you have on others and how **you** feel when others affect you.

Good luck and enjoy it.

BOOKLET 2

Diary

This diary is being completed by:-

A. NAME: _____

ADDRESS: _____

_____

_____

TEL. NO: _____

AGE: (Years and months) _____

B. SCHOOL PLACEMENT:

The school I am helping at is

_____

Address: _____

_____

Tel. No: _____

I am being helped by _____

(Staff in charge)

The dates I will be doing this are _____

The names of the children I will help are:

_____

_____

_____

Signed _____

HOW TO FILL IN YOUR DIARY

At the back of this booklet you will find diary sheets (enough for each session of this module). These sheets are for you to write down your diary each time you attend the primary school to do Paired Reading. The sheets will be signed by the teacher in charge at the primary school to prove your attendance.

Your comments on these sheets could be on the following types of things:

1. Write about the **children** you work with. What did you feel about working with children you didn't know? What they are like; what did you do with them; what was their reaction to you like? Who are they? Write their details down (age, where they live, family).

2. Write about the area in the school where you did the reading. Is it peaceful? Is it the only place available? It is O.K. for what you have to do?

3. Write about the **teachers.** Whether you spoke to them. What did you say? What was said to you? How did you feel when you spoke to them? Who are they? Describe them. How do you feel about them?

4. Write more about your feelings during the experience. Were you nervous? Comfortable?

5. Describe the **classroom** you may be involved in. What is going on? Is it hectic? Happy? What did you do to help the class teacher? What do you think you **could** do to help the class teacher?

6. Write about your journey to and from the school. Any problems?

7. Write about any **very happy** moments and how you felt. Write about any **unhappy** moments. What happened?

8. Make a note of what could be done for the **next week's** session. Try to do some homework for this. See me for more ideas on this.

9. **Finally,** I want you to say how you think you got on (leave this until the last week). How did you cope? Was it enjoyable? Why? What did you learn? Did you feel responsible? Could it have been better? How? Were there any decisions you had to make?

Fill this part of the diary in every Thursday afternoon.

WITHINS/PRIMARY SCHOOL PAIRED READING SCHEME

NAME OF WITHINS PUPIL; _____

FORM: _____

PLACEMENT: _____

D I A R Y FOR THURSDAY _____ 1988/89

Before filling this in, have a look at the notes I have done. This will help you to write an interesting diary. If you write a little about each suggestion point then you will have a full diary and a praiseworthy one.

YOU FILL OUT ONE OF THESE EVERY THURSDAY

Primary School Teacher signature of attendance .....

WITHINS/PRIMARY SCHOOL PAIRED READING SCHEME

DIARY GENERAL INFORMATION

I would like you to gather the following information about the school you are at and what you are doing. You can write this information down on this sheet. Write in a bit more every week

NAME: _____ FORM: _____

1. How large is the school (number of pupils)? How many staff are there? Are there infants and juniors? Who is the Head Teacher? Why are they important for the organisation? Why are the ordinary teachers very important? What do you have to do to become a teacher? Is it a good job? Is it hard work? What are the advantages/disadvantages of being a teacher?

2. Why is reading important? Is it equally important for girls and boys to learn to read? Is it equally important for men and women to read stories to children and hear them read? Why? What other staff work at the school? What do they do?

3. How many classrooms are there? What sort of equipment do they have? Describe the wall displays in them and on the corridors. What is the area outside and around the school like? Is it pleasant? What effect might it have on the school?

4. What facilities are there for staff? How did you get to school? In what other ways would the Primary school children benefit from the help of a Withins pupil?

This diary must be handed to me on the Friday immediately after your last Friday in the Primary School. Well done.

WITHINS/PRIMARY SCHOOL PAIRED READING SCHEME

PUPIL ASSESSMENT FORM

NAME: _____

FORM: _____

DATE: _____

When you have finished your module we would like you to assess the module yourself. At the bottom of this sheet you have the chance to give a summary of your experiences if you wish to.

Please put a ring round the right words to answer each question:

1. I felt the help I gave in reading was:-

   useless easy exciting useful dull enjoyable difficult

2. Do you think your attitude and behaviour was:-

   responsible unhelpful helpful time-wasting

3. Do you feel proud that you have done your best?

   Yes No

4. The teacher in charge was:

   helpful critical encouraging unhelpful friendly unfriendly

5. Would you like to do this type of thing again?

   Yes No

6. GENERAL COMMENTS _____

   _____

   _____

   _____

   _____

   _____

Signed: _____

53.

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* * * * * * * *

Malcolm Sweetlove may be contacted at Withins School, Newby Road, Bolton BL2 5JB, telephone 0204 26519/24910.

THE Peer TUTORING HANDBOOK

KEITH TOPPING

Peer tutoring is a subject of growing current interest. It involves able pupils working with pupils of lesser ability in a carefully organised way, helping each other rather than being directed exclusively by the teacher.

This book is written directly for grass roots teachers, and others with a practical interest in promoting co-operative learning. It includes a step-by-step guide to organising peer tutoring, using a minimum of time, effort and special materials. Following this, success should be guaranteed!

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CONTENTS 1. Introduction 2. The History of Tutoring 3. Examples and First Considerations 4. Organising a Project 5. Structured Planning Guide 6. Effectiveness Research 7. Evaluating a Project Appendices References Index

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PAIRED READING AT CUMBERWORTH C OF E FIRST SCHOOL

Liz Oxley

Cumberworth is a small village in a rural area on the outskirts of the LEA, of above average socio-economic status. The First School has a correspondingly small number of children, aged 5-10 years, and all classes include children from more than one year group.

My class of 28 children included 20 in the usual third year junior (J3) age range and 8 in the J2 age range. Within the former group there were a number of children who I felt needed greater motivation towards reading, as well as some avid readers. It was thus decided to offer involvement in a Paired Reading project to all the J3 group, since if all were invited no-one could be incorrectly labelled as "being a poor reader and in need of extra help". Hopefully there would also be a positive group feeling of camaraderie, with individuals being encouraged by the whole project group.

Interestingly, I was approached by a couple of parents on separate occasions who wondered if P.R. was appropriate for their child, as they had heard P.R. was for 'poor' readers. Both parents had previously displayed concern over their child's lack of interest in reading! However, I think their fears were allayed when I explained the aims for the project, which were:-

1. to broaden and extend reading skills at varying levels;

2. to involve parents - some parents had expressed a desire to help with reading and this was one way of meeting those requests;

3. to provide certain children with more reading practice;

4. to stimulate a more positive attitude towards reading, particularly reading for pleasure;

5. to improve upon higher order reading skills and comprehension.

For the more able readers we hoped that:-

1. reading experiences would be extended and that they would be reading books they would not normally tackle on their own;

2. they would develop more expression (by modelling on a more expressive parent);

3. oral reading would improve (even if silent reading was very adequate), through the development of greater confidence;

4. useful links between home and school would be promoted;

5. comprehension would be increased.

Sixteen children and their parents attended the 'launch' meeting. After a brief welcome, the group were shown a video play of "How Not to Do It", followed by a talk on the P.R. technique and demonstration of the method on video. A practice session followed, the children having pre-chosen suitably difficult books, and practice was monitored (and remediated where necessary) by the professionals involved. A brief review of organisational points concluded the "business", and refreshments followed for those able to stay longer. By the end of the evening all 16 "pairs" had decided they wished to join the scheme.

In a small school such as ours, having sufficient sources of reading material might have been a problem. So from the start we were very clear about the availability of reading material. The children had free access to any class books, the non-fiction reference library located centrally in the school, and the books on loan from the LEA Library Services. We dispensed with the usual 'weekly' change of books, and the P.R. children took and returned books whenever they needed to.

The children were reminded about the visits from the Mobile Library Bus to the village. (Previously it had not been well-used, even though it was positioned outside school on certain days.) The children and parents were reminded about the opening times of the nearest static local library. The children were given free access to the specially requested P.R. books on loan from the Libraries HQ.

Each child had a weekly colour-coded "Home Reading Record Card", on which parent or child wrote in diary form what they had read, for how long, and with whom. The parent then added a sessional comment on the child's performance, preferably of a positive nature. The cards were brought into school weekly by the children. For many of the children, these cards were quite important. They often hovered around waiting for 'teacher' to add her positive words of praise. It was important that if I was too busy to respond to their cards at certain times, I later spent some special time with that child, to reinforce the praise. In some families, younger children became involved, and one father photocopied record cards for a younger child. **Praise** and **Self-esteem** are the key words in P.R., and I believe in education generally. All too often parents and teachers are quick to knock and criticize, so deflating the child's self-image. This 'new' approach to reading was quite an eye-opener for some parents - it wasn't "how they were taught at school!"

Parents were also encouraged to contact me after school most days of the week, to discuss any problems arising. Additionally, a "booster" meeting with parents and children was held at school 2-3 weeks after the launch, for group discussion of problems arising and a further practice session. The children contributed to the discussion in a lively way. At this meeting "Dictionaries of Praise" were available for those parents who felt their vocabulary of praise was wearing thin, and the children were given P.R. badges.

Needless to say, some problems arose during the course of the project. In one family, a father who had not attended the training meeting persisted with an authoritarian approach to his child's reading at home, until dissuaded from this. In another family where English was spoken as a second language, one parent was usually away working and the other parent could read English little better than the child. Nevertheless, with some slight modifications to the P.R. technique, this family had a successful and enjoyable involvement in the project. Another family reported difficulties with the child's choice of book - they always seemed very hard or very easy, but never "just right". This problem was ameliorated to some extent by gentle persuasion from the classteacher during book choosing time. In a fourth family, one parent found it very difficult to avoid making negative comments while the child was reading, but the child's confidence grew nevertheless and a greater tolerance of criticism was developed, although the parent's motivation to continue came into doubt after the first few weeks. In a fifth family, the child complained that his mother was unable to "Read Together" with him satisfactorily, always being either too fast or too slow, but the child reported that dad had "got the hang of it" and that he was carrying on with the more competent parent.

During the 9 week period I set aside an area in the classroom that was special to the children. They were allocated 2 display boards, in front of which was a constant supply of pencils, paper and blu-tack. The children were encouraged to write their feelings about P.R., recommend books for other members of the class, and generally write/draw/make models of anything that was relevant to the books they had read or were currently reading. The whole class became actively involved in the use of this area.

To try to develop greater use of non-fiction I encouraged the children to work in pairs. They selected a non-fiction book that was of particular interest to them, and read it, or parts of it, together or to each other. They then made question cards for the other members of the class to answer. This encouraged reading for information in a more 'fun' sort of way. The arrival of new non-fiction books, displayed in the library area, enticed the children to browse and read snippets, and even to choose these as their reading books.

Our 'Bookweek' coincided with the P.R. project and some of the events in that week added new dimensions to the children's reading experiences. The children had the opportunity to talk and work with two quite different writers - Mary Lister and Richard Bell. Margaret Overend came from the local evening paper, and this inspired some children to read newspapers. The class were also given a selection of books to review, and their reviews were printed on the children's page of the local paper.

Both during and since the project, I have been conscious that the class has a healthier appetite for reading. Two children in particular have noticeably grown in self-confidence, and the drawings (YES!) of one child have considerably matured. These developments could of course be purely coincidental, and one can only speculate about causal relationships. But my feeling is that the praise and special attention from P.R. are major contributory factors to the improvements.

At the end of the 9 weeks of the 'intensive period' of the project, we had an informal review meeting with the parents involved, at which advice was given about extensions of the P.R. technique and 4-weekly continuation record sheets were made available. At the earlier "booster" meeting, one or two parents had showed dismay at not receiving P.R. badges, so for the "feedback" meeting each child had made her or his partner(s) a certificate as a way of thanking them. These were presented to the parents. Also, as another way of thanking their parents (and for a bit of fun!) the children taped 'thankyou' messages which I played to the parents. Several mums and dads taped return messages to their children. I played these to the children the next day, and the reciprocal congratulations were received with surprise, hysteria and embarrassment!

To gather the children's views about their P.R. experiences, they were encouraged to devise their own questionnaires for each other to answer. They worked in pairs, and reported back to the whole group on the content of their creations. We discussed together which of the pool of items were to be included/discarded, and the most suitable wording of the questions. A blank copy of the questionnaire will be found in Appendix 1, and a summary of the children's responses will be found in Appendix 2.

In conclusion, it is fair to say that only a small proportion of the children seemed to continue to do P.R. at home with any great frequency or regularity after the "intensive" 9-week period. Whether this was due to dwindling interest on the part of the children or the parents is difficult to say, but at the feedback meeting many parents confessed to be "flagging". Many families found themselves under pressure from other competing activities. A few children still wanted to wholly 'read alone', still viewing reading together as in some sense a failure. For the weaker children, some way of building in an element of constant novelty is clearly desirable to sustain the momentum that many of them undoubtedly developed. The parents themselves suggested that P.R. should start when children were younger, and that peer tutoring in school using the method could be tried. Nevertheless, there is no doubt that many of the objectives set for the project were successfully accomplished.

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Liz Oxley may be contacted at Cumberworth CE (A) First School, Cumberworth Lane, Cumberworth, Huddersfield HD8 8NU, telephone 0484 606383

APPENDIX 1

PAIRED READING QUESTIONNAIRE

1. Do you find it hard to find time to read?

2. Are there times when you definitely do not choose to read?

3. When is your favourite time to read?

4. Do you ever read in the morning?

5. Have you had problems with other members of the family when you have been trying to read?

6. Where do you like reading best?

7. How do you think your partner(s) feel about Paired Reading?

8. Do you prefer to read with anyone in particular?
   If so, who is this?

9. Do you have any problems choosing books?

10. What type of books do you tend to choose most of all?

    a) fiction or b) non-fiction

    Why do you choose a) or b)?

11. Have you started to read a little more non-fiction?

12. Have you tried reading anything other than books?

    Newspapers Comics Magazines Other

13. What has been your favourite book during Paired Reading?

14. What is your 'all time favourite'?

15. Do you have a favourite authoress/author?

16. Since you started Paired Reading has anyone else you know wanted to start?

17. Are you still interested in Paired Reading?

18. Is there anything about Paired Reading that you particularly dislike?

APPENDIX 2

PAIRED READING QUESTIONNAIRE
SUMMARY OF CHILD RESPONSES

(numbers in brackets show number of children responding thus)

1. Do you find it hard to find time to read?

YES (6)	NO (8)
Because my dad comes home late and my mums always bisie (2)	I'm a book worm!
Because I am either outside or whaching T.V.	I had a lot of time because my mum is always at home
A bit because mum is doing her ironing.	Because my mum aways calls me when she's ready
When my mum is working	Because I read at bed time
Because I go swimming a lot	

2. Are there times when you definitely do not choose to read?

In the morning (4)
When there is a program on the T.V. that I like (3)
When I want to go out and play (2)
When the tele's on (2)
When the news is on
Sometimes
The afternoon
When I want to play in my bedroom

No - I don't mind when I read
No - I'm always ready to read

3. When is your favourite time to read?

At bedtime (7) - because it's quiet
In the evening (2)
When the news is on (2)
Teatime - because I like to eat and read
When my sister is in bed
After tea, because the living room has got warm and cosy

4. Do you ever read in the morning?

YES (3)	NO (12)
Sometimes (2) - when my sister's not up	We do not have any time (3)
	Because I feel drosey

5. Have you had problems with other members of the family when you have been trying to read?

NO (4)

- because there aren't any!

YES(11)

- the cat (3)
- my brother(3)
  - he's always wanting to do it
  - he keeps interfearing
- my sister(s) (3)
  - arguing
  - always trying to sit on mum's nee
  - wants to read
- my dad - when I read he said eh uh
- the dog

6. Where do you like reading best?

In the living room (8) - because it's cosy
In my bedroom (2) - because it is quiet
My bedroom on my bean bag
In bed
In my mum's bedroom (2) - because it's quiet and comfortable
In our room on holiday - it is warm and cosy
On the sitey (settee)

7. How do you think your partner(s) feel about Paired Reading?

OK (3) - my mum is good, she is in joying it
I think my mum likes it (3) - a lot
I think they are enjoying it (2)
Nice, really
I think they like it a lot
Good
I think they are liking it because I read more
I think my mum is geting a bit feed up but my dad still likes it

8. Do you prefer to read with anyone in particular? Why?

NO (6)

- both (4)
- because they're both as good, but dad does not read much anyway
- because there both good readers

YES (10)

- with my mum (5)
  - because she reads at a better pace (2)
  - because she lets me have more than 5 seconds (pause before correction)
- dad (3)
  - because he goes at a steady pass (pace)
  - because mum goes slower
- with my Nana/Gran (2)

9. Do you have any problems changing books?

NO (12)	YES (4)
- I just dip my hand in the box	- sometimes - because I needed books witch wernt to esy - because I carn't find a hardenif book in ficon

10. What type of books do you tend to choose most of all?

fiction (10)	non-fiction (5)
- because I like storys (3) - because non-fiction isn't as funny (2) - I have more fiction books at home - magec thing hapen in a . . .	- because it is brill - I like reading tro (true) things - because I like to read about animals - because you learn things

11. Have you started to read a little more non-fiction?

NO (6)	YES (6)
	- a lot more - and I am enjoying it

12. Have you tried reading anything other than books?

	YES			
	Newspapers	Comics	Magazines	Other
NO (7)	(4)	(6)	(4)	(3)

- Horse and Hound

13. What has been your favourite book during Paired Reading?

The Big Friendly Giant (3)
Alis in Wonderland
Charlie and the Great Glass Elevator
Hetty Pedlar, Half Witch
One Green Bottle and Superdog
Pippy Long Stocking
Rebecca's World
Revelting Rines (Revolting Rhymes)
The enciclopidia of knolage
Welcome Back Wilko
Witches

- I like a lot of books

14. What is your 'all time favourite'?

Famous Five books (2)
Alis in Wonderland
Charlie and the Chocolate Factory
Charlie and the Great Glass Elevator
Charlotte's Web - becas Mris L Oxley read it
Mortimer
One Green Bottle and Superdog
Rervelting Rines (Revolting Rhymes)
Tne Bible
The Big Friendly Giant
The Phantom Car Wash
The Snow Spider

- haven't got one

15. Do you have a favourite writer?

Roald Dahl (9)
Enid Bliton/Enid Blotyn/Enid Blyton (3)
E.B. White

- no, not really (3)

16. Since you started Paired Reading has anyone else you know wanted to start?

NO (8)

YES (6)

- my sister (4)
- my brother
- my gran and my mum, they read more

17. Are you still interested in Paired Reading?

YES (13)

- it is brill
- I'm going to keep going
- very much
- a bit (2)

NO (1)

- knot much

18. Is there anything about Paired Reading that you particularly dislike?

NO (8)

- not a thing

YES (4)

- Reading Together (2)
- Reading Together with mum
- when mum does not stop when I signal
- the direy cards because there thin and I put them somewear and forget wear
- didn't like filling in the cards

READING WHILE LISTENING

Marion Wisner

Reading While Listening (or R-W-L) is a multisensory approach to practising reading while listening to taped material and pointing to the text at the same time with a finger or pencil. Heckelman's (1966) Neurological Impress Method (N.I.M) is the forerunner of R-W-L, using the senses of hearing, seeing and feeling with reading handicapped students. Almost all of the literature using adaptations of the N.I.M. reports considerable reading improvements when students read along with someone else (see Table 1). The difference in R-W-L is that tapes are used to supplement the teaching that is done.

R-W-L is not handing a tape and a book to a student and saying: "Come back when you can read it." While it provides the opportunity for independent practice, it requires strong teacher or tutor involvement before and after using the tapes. I have used R-W-L with adult literacy students, but there is much room in the reading education of younger students for using taped materials, also.

Table 1: Review of Research on R-W-L

Author(s)	Date	Direction of Results
Gardner	1965	Positive
Jordan	1966	Positive
Embrey	1968	Positive
Graves	1968	Positive
Miller	1969	Positive
Railsback	1969	Positive
Nye	1969	Positive
Hollingsworth	1970	Not Significant
Arnold	1972	Not Significant
Heckelman	1974	Positive
Langford, et al.	1974	Positive
Gibbs & Proctor	1977	Positive
Robin	1977	Positive
Hollingsworth	1978	Positive
Finnerty	1978	Positive
Meyer	1979	Positive
Lorenz & Vockell	1979	Not Significant
Cook, et al.	1980	Positive

ADVANTAGES

Reading While Listening is a particularly effective method of helping the student understand that reading is communication, not just the painstaking deciphering of unfamiliar words through the use of phonics. Students learn to use context to help them read a word or to arrive at the meaning of a word, changing learning to read into a pleasant accomplishment instead of an odious, demoralizing chore. The tape provides a support system when the teacher or tutor is not present.

One of the primary advantages of R-W-L is that it provides an opportunity to put the responsibility for learning into the hands of the student, helping establish better work habits. The student develops his or her own word attack methods and the ability to **apply** those that have already been taught. In a sense, it is 'discovery learning', or intrinsic learning, and therefore more meaningful and more permanent.

The support system of R-W-L brings higher success rates and improved self-concepts as learners and readers, which have been sadly lacking in those who have failed over and over again. R-W-L provides the opportunity for private drill, fostering independence and freeing the teacher or tutor to work with other students. In addition, R-W-L most closely approximates to the way spoken language is learned - through exposure. The term "we learn to read by reading" is aptly illustrated using this approach.

METHOD

R-W-L can be individualized to cover a multitude of purposes. For the very beginning reader the goal may simply be to establish the ability to read from left to right and to form the habit of looking at one word at a time by pointing to that word under supervision. In the process, it may help to instill a basic sight vocabulary, as some words will be repeated over and over. R-W-L at this level is quite similar to Hoskisson's Stages I and II and to Moffett & Wagner's Lap Method, in that it gradually and naturally helps the student recognize repeated words and start reading for him or herself (Hoskisson, 1975; Moffett & Wagner, 1976).

Nonetheless, at this stage the student is not independent and should have much supervision and training before being asked to work alone. It is often best to use material the fledgling student has dictated (a 'language experience' approach), or material that has been taped and transcribed from a conversation about the student's background, problems or desires. This will ensure that the vocabulary and syntax do not present unnecessary difficulties. Some students, however, will accept and even be happier reading very simple texts because they so much want to read **real** books.

The taping is done as much as possible in phrases or thought units, slowly enough to enable the reader to follow without undue hurrying. At later stages the pace will, of course, approach normal reading, and even later can be speeded up even more in order to push up the more advanced students' reading rates. The number

of times the student will go over the text depends upon the learning ability of that particular student. In the early stages the object is not complete mastery, but familiarity. Materials should be changed frequently and reviewed periodically. Too many repetitions will not only be boring and turn the student off, but distributed practice is a more efficient way of learning than massed practice in general.

At this point it must be emphasised that the student should not, at any stage of learning, be required to parrot material 100% correctly - and the student should understand this. There will be sufficient opportunity to meet recurring words in future text. The emphasis should be on appreciation of the student's efforts, however little he or she may have accomplished. If achievement is not between 80% and 90%, the assignment was probably too long or too difficult and should be adapted. Sometimes we learn the hard way that our own goals are higher than an individual student's abilities, and have to be ready to make adjustments when necessary.

Students who have already mastered the more basic skills are ready, after careful training, to use taped material for study and preparation for oral reading. Short selections - perhaps only four or five sentences or a meaningful paragraph - can be rehearsed alone after the proper base has been laid by the teacher or tutor. Vocabulary lists can be studied if the written words are numbered and properly correlated with the spoken number and word on the tape. At first there should be no more than three to five words on such a list. Their meaning must be thoroughly discussed before the student is asked to study them alone using a tape. They should also be written by the student, first by copying, and after R-W-L from dictation. In addition to pointing to each word, this brings in another dimension - the sense of touch. Wherever possible, R-W-L should include this sensory aspect to more completely involve the student in what he or she is doing.

More advanced students may be able to find and learn the words they do not know on the tape using methods they develop themselves. While it is always best to have the student listen to the tape at least once or twice before attempting the text without it, adult students in particular are independent enough to insist on using the tape only when they meet words they cannot work out alone. This requires patience on the part of the instructor, as eventually the student will admit he or she can do better after listening to the tape first. At the least a specific word is easier to find on the tape when the sense of the material is understood in advance.

While the better readers will cover a larger quantity of material in less time, they must constantly be asked how they were able to remember difficult words. They seem to have a tendency to use initial consonants plus context, which will not help them much when they meet that word in another context. Word analysis skills must continue to be taught and/or reviewed intensively, or R-W-L can become mere memorization of text.

Some students find that writing the word several times helps them remember it. Longer words require structural analysis, comparison with others in the same word family and the use of phonics if the student is able to apply appropriate rules. These can be taught as encountered, not necessarily in a prescribed sequence. Lessons should also contain comprehension checks and the development of the more advanced reasoning skills. Meeting the students' present learning needs and interests is more important than following any formal curriculum.

EFFECTS

The object of R-W-L is, of course, to create independence in reading. Students are thrilled when they see the words they have been studying in other contexts. They see 'their' words on signs, on billboards, all over. They have discovered the printed words on the jackets of recorded songs and have learned the songs in the process of learning to read those words. They have also found that in many commercials on television, voice and print practically correspond, and they challenge themselves to read that text along with the announcer. In the end the aim is to have students find their own ways of learning to read, just as they "taught themselves" to speak.

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Marion F Wisner may be contacted at 5 Quimby Lane, Mendham, New Jersey, 07945, USA

PAIRED READING WITH MENTALLY HANDICAPPED ADULTS: THE TY PENNANT PILOT PROJECT

Judith Jones

Over the last decade there have been increasing developments in the range and application of Paired Reading. These have included the use of the technique with age peer or cross-age peer tutors, adult volunteers other than natural parents, and work with mentally handicapped children (see Paired Reading Bulletins Nos 2 and 3). These have all demonstrated the appropriateness and effectiveness of Paired Reading with a very wide range of children.

More recently a number of institutions and organizations working with adults experiencing literacy problems have expressed an interest in Paired Reading. However, there is a lack of easily available research evidence to show the effectiveness of this approach with the adult population. Two research projects have been reported in the Paired Reading Bulletin (Topping 1986 and Scoble Topping and Wigglesworth 1987). Both projects experienced some degree of organizational difficulties, but demonstrated clearly that the technique held "some promise for at least some adults with literacy problems" (Topping 1986).

PILOT PROJECT AT TY PENNANT

Ty Pennant is a privately owned residential home divided into independent living units for mentally handicapped adults on the North Wales coast. There are fourteen residents aged between nineteen and fifty. The main aim of the home is to develop self-help and living skills in the hope that the residents will ultimately be able to leave and live independently in the community. An approach was made to a Senior Special Needs Support Teacher (the author) by a social worker involved professionally with some of the residents, and who also, as a parent, had used Paired Reading with her daughter as part of a project in a local school. An initial meeting was held in December 1986 between the manager of Ty Pennant and the support teacher as project co-ordinator, where the technique was explained and possibilities of its appropriateness in the particular situation were discussed. It was agreed that Paired Reading had a great deal to offer. The behavioural aspects of the technique were considered particularly complementary to other aspects of work currently being undertaken. The project co-ordinator had been involved over a number of years in wide ranging application of the technique, but to date was unaware of any substantial research using Paired Reading with mentally handicapped adults. The intended project therefore offered a unique opportunity.

PROJECT DESIGN

A group of six residents were to be involved initially. These were chosen by the manager as being most likely to be responsive to the technique. Their ages ranged between twenty and forty and there was male and female representation. The project was to run for a ten week period from January to April 1987. No records were available to indicate specific skill levels or range of intellectual abilities, but all had previously attended Special Schools for pupils with moderate or severe learning difficulties.

It was felt inappropriate in the situation to use any form of reading test, firstly because of a lack of suitable tests and secondly because the natural self-consciousness of the group, who were unfamiliar to the co-ordinator, would not have allowed them to reflect a true performance if they had been placed in any form of test situation. The project began therefore with only a very vague idea of levels of reading ability, obtained from members of the care staff.

AIMS OF THE PROJECT

1. To determine if the Paired Reading approach is appropriate for mentally handicapped adults.

2. To enable the group involved to access a wider range of reading materials and give increased opportunities for reading.

PROCEDURE

A training session was held in the home for the care attendants who were to act as tutors. The main principles of the technique were outlined, and other projects both locally and nationally were discussed, highlighting the lack of research with this particular group of the population. The overall aims and outline of the pilot scheme were reviewed, illustrated by excerpts from both the Kirklees Paired Reading Project training tape, and the Ryedale Adult Literacy Project training tape. Emphasis was placed upon the importance of discussion before and after the reading sessions, and also that the choice of reading materials should be that of the tutees. It was stressed that Paired Reading should be a shared, enjoyable experience undertaken on a regular basis, as free from stress as possible, particularly as so many of the group had experienced years of failure in all areas of basic skills, particularly reading. Copies of written guidelines produced by Kirklees and Clwyd were distributed. The group of residents to be involved in the project were then invited to join the discussion and the technique was outlined simply to them. Each was then involved in a practice session, firstly with the co-ordinator and then the care attendant chosen to be their tutor.

MONITORING AND EVALUATION

Four sources of evaluation were to be used:-

1. **Video tape** - recordings at the beginning, mid-way and at the end of the project.

2. **Observational Visits** - by the project co-ordinator on a weekly basis to observe and advise on the technique and materials.

3. **Weekly record sheets** - similar to those used in school-based projects, to be completed by tutors.

4. **Questionnaires** - to be completed by tutors in discussion with tutees, at the end of the project.

The video-tape proved a useful tool, not only to monitor progress, but as a means by which the co-ordinator could assess the effectiveness of, and adherence to, the technique. Although both tutors and tutees were self-conscious when they were aware of being filmed, this lessened as the weeks went by.

The observational visits were a vital element of the project, both as a source of encouragement and more importantly as an opportunity to discuss difficulties as they arose, and to advise the tutors about ways in which they might be overcome.

The record sheets served to highlight many significant features of the project - both problems and successes. One problem was that because of the nature of the situation it was difficult to maintain regular pairings of tutors and tutees, but all care attendants who acted as tutors had been trained by the co-ordinator. The moods and motivation of the tutees tended to vary quite considerably, this being a typical pattern of their behaviour unrelated to Paired Reading, but obviously affecting their performances. Despite these problems however, the record sheets showed that most tutees read at least four times a week. They illustrated the progress made by all members of the group in the development of their confidence, fluency and willingness to attempt new words. In many cases comments were made that the tutees enjoyed the sessions, not only because of the reading, but because of the attention they were receiving, which in itself was a motivating factor.

Unfortunately because of a change of management in Ty Pennant, the questionnaires were not returned to the co-ordinator. But the general feeling of the tutors was of enthusiasm, that positive benefits had been derived and that it was a worthwhile approach to continue.

SUMMARY AND CONCLUSIONS

The project demonstrated that with certain modifications, it is possible to deploy a Paired Reading approach with this group of the population, using non-professional tutors. Because of emotional inhibitions many tutees found the task of Reading Together demanding in itself, and were unable to progress to any form of signalling. It was suggested that the tutors assessed the situation and faded in and out when they felt appropriate. This modification was successful and many tutees were subsequently able to read alone for short periods of time. Some of the tutees were unable to participate in discussion about their reading materials, either because of nervousness or lack of comprehension. It was recommended that the tutors should continue to talk about the text, but as a commentary rather than in a questioning manner.

As with other pilot projects in this field, initial problems were experienced in finding appropriate reading materials. When the project was introduced all members of the group were eager to be involved. They all wanted to be able to read but had very definite ideas as to what in their minds constituted reading. They were encouraged to pursue their own interests and choose their own materials initially. These included romantic novels, weekly magazines, and books about warfare, and in some cases there was a persistent desire to read page three of "the Sun"! Their own choice needed in some instances to be influenced by the tutors, whilst keeping within the tutee's areas of interest, mainly because

the content involved in items totally freely chosen was beyond the tutees' comprehension or experience. Also, many of the group experienced difficulties in reading small print, and one tutee on his own initiative went to the local library and found books with large print, to overcome this particular problem.

Certain difficulties were experienced because of the nature of the situation, in that there was a continual rotation of care staff. Additionally, residents were encouraged to live independently and were frequently out in the community on work or life skills experience. This posed certain organizational problems for the tutors in finding regular times for reading , and also for the co-ordinator in attempting to monitor all pairs on a regular basis.

On the positive side, all aspects of the evaluation confirmed that the tutees read more frequently, were eager to read, and during the ten week period became more fluent and confident in their reading. This generalized to other areas. Tutees became more able to complete their own shopping lists and were delighted to be able to read words they recognized on television or in newspapers or shops. Through the project in several cases reading abilities were identified which were hitherto undiscovered. Many residents had said that they couldn't read (because of poor self-image), and this had previously been accepted as fact. Two tutees subsequently became tutors to two less able residents, giving an even greater boost to their confidence. Care staff commented on improved relationships with the residents through their involvement in Paired Reading, and also that reading offered a worthwhile alternative to the normal evening activity of watching television.

Whilst no form of testing was used to measure progress, the project served to confirm that Paired Reading presents many opportunties worth pursuing for this group of the adult population. More specific outcome measures could be obtained in a situation offering tighter controls, such as a Special Needs Unit in a College of Further Education. The co-ordinator was greatly encouraged by the project and would hope to investigate further where opportunities arise.

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Judith Jones may be contacted at the Special Needs Centre, Bryn Coch C.P. School, Victoria Road, Mold, Clwyd CH7 1PW, telephone 0352 59271

KEEPING THE (BAND)WAGON ROLLING

Trevor Payne

The benefits of involving parents in their children's learning to read do not need stressing in this of all publications. Surely all schools are now aware of these benefits? "Reading to Mum = Increased Progress" is as established a principle as Length x Breadth = Area in most schools. Despite this, however, a tendency exists for prevailing educational orthodoxies to frequently receive much lip-service from schools, but significantly less effective and reasoned action. Thus many schools will say "We do it already!" when questioned about parental involvement in reading, but closer examination reveals that "it" is far from being at an optimum level.

Hannon and Cuckle (1984)[1] in a survey of home reading in 15 Sheffield Schools found that on any single night only 1 in 20 children could be expected to actually take a book home and read it to an adult, despite 11 of the 16 schools saying "We do it already!" It is this trend which I feel is one of the sources of recent research articles which have tended to pour cold water on certain parental involvement gains.

What this research actually found, if you look closely, is not that home reading schemes per se lead to unimpressive reading gains, but **inadequate** home reading schemes do. Properly structured, guided and monitored schemes continue to have the same highly beneficial results. (For evidence read this Bulletin.) It was against this background that we, in the Clwyd Special Needs Support Service, decided to promote and sustain home reading schemes in our schools, especially with children experiencing difficulties in acquiring reading. We had two main aims:-

To promote effective home reading schemes in as many of our 263 schools as possible -

> as a preventative technique (ie to stop problems developing at the early infant level), **and**
>
> as a remediative technique (where problems are already present).

This was to be achieved by using the structure of the Special Needs Support Service within the County as a means of promoting and sustaining parental involvement. To this end these main objectives were identified:-

(a) to provide each of the eight Special Needs Resource bases with a package of equipment which could be loaned to schools or used in schools to promote parental involvement in reading. This equipment would be made broad in base and content. It would involve several different ways of working with parents and three different forms of teaching reading, ie

i) using reading scheme;
ii) using specific "Paired Reading" approach for home reading outside the reading scheme;
iii) teaching reading without the use of a reading scheme.

This would enable any school to select those materials and that approach which would best match their method of bringing children to reading.

(b) To provide In-service for the County's Special Needs Support Teachers to familiarise them both with the package of materials and the level of parental involvement they were intended to stimulate.

(c) To publicise the existence both of the packages and the value of parental involvement to schools and parents alike within the County.

The three pronged approach needs a little further explanation. We did not have any particular axe to grind over which method of home reading is the most successful. To our minds the common features of all approaches were these:

i) If, as many reading experts agree, children most readily learn to read by reading, then the more they read, presumably the better readers they will become. One of the main effects of home reading was that the children read a lot more! (Up to three times as many more books in fact - see Payne, 1984 [2]).

ii) Parents are encouraged to share reading in as relaxed and stress free a way as possible.

iii) Parents are encouraged not to teach "reading skills" but to supply immediate correct feedback on errors.

iv) Parents are given specific advice on how, when and where to listen.

v) The parents' listening is monitored closely by school.

vi) There is a general improvement in terms of home-school partnership and links.

vii) The extra parental attention reinforces the value of reading as a worthwhile activity, thus increasing motivation to learn.

Whether it is Shared, Paired, Relaxed, Pause-Prompt-Praise or whatever, these seemed to us to be the key elements. Attempts to compare results across different methods seem to be entirely spurious, full of contadictions and dubious experimental design. Thus we wished to offer schools a variety of approaches based on three basic methods of home help:

1) Paired Reading (using the excellent Kirklees video [3]) which can complement nearly all methods of teaching reading.

2) Relaxed Reading (our version of the Belfield/Haringey model), which can also complement all methods but which we have promoted as the one best suited to reading scheme based approaches. We use a Clwyd made video to support this method.

3. Shared Reading (based on the Cleveland model and video [4]), which seems suited to non-reading scheme methods.

For each of these, a different team produced an appropriate parental booklet. (Please send for samples if desired. We have also produced or are producing versions of each in the Welsh language). Then it was a simple matter of using the service as a vehicle for dissemination of our acquired knowledge and resources. We had beautiful timing for we 'launched' this material at the start of industrial action!

The following table records the take up of materials across the three areas:

	No of Schools	No of Schools Using Material 1986	1988	
Deeside	25	21	24	96%
Mold	25	14	20	80%
Wrexham	19	5	13	68%
Gwersyllt	35	7	16	46%
Colwyn Bay	37	11	30	81%
Rhyl	28	14	20	71%
Maelor	39	15	22	56%
Ruthin	46	3	24	52%
	253	90	169	67%

These figures show considerable increase, but are difficult to quantify precisely. Some schools are running completely across the board schemes, properly structured and monitored, eg Jones (1987) [5]. Some are only working with special needs children on this basis. But all are regularly using our materials. Many of the schools not represented above are one or two teacher schools with minimum service involvement. Many others run home schemes without service support.

The Deeside area was examined more closely to see exactly what form of parental help was actually happening. The following results were obtained.

School	Home Scheme	Target Group *	Technique **	Guidance Given by +	Monitored by	Ave No times each child read at home weekly
1	Yes	SEN	RR	Talk & booklet	Record sheet	3 - 4
2	Yes	Infs. & SEN	RR & PR	Talk & booklet	Record sheet	2
3	Yes	Infs. & SEN	RR & PR	Booklet 1:1 advice	Takehome book	4
4	Yes	SEN	RR	Booklet	Takehome book	2
5	Yes	Infs. & SEN	RR & PR	Talk, 1:1 booklet	Takehome book	4+
6	Yes	Infs. & SEN	RR	Talk & booklet	Takehome book	4+
7	Yes	Infs. & SEN	RR	Talk & booklet	Takehome book	3+
8	Yes	SEN	SR	Booklet 1:1 & letters	Takehome book	4+
9	Yes	All Infs.	SR	constant contact parents/ teachers	Takehome book	4+
10	Yes	All Infs.	RR & PR	Talk & booklet	Takehome book	4
11	No	Head against idea				
12	Yes	Infs. & SEN	RR	Talk & booklet	Takehome book	4+
13	Yes	Infs. & SEN	RR	Booklet, close contact teacher	Takehome book	4+
14	Yes	All	RR	Talk & booklet	Record Sheet	3+
15	Yes	Infs. & SEN	SR & RR	Talk & booklet	Record Card	3

16	Yes	SEN	RR & PR	Talk & booklet	Record Card	3
17	Yes	SEN	RR	Booklet	Takehome book	4
18	Yes	Infs. & SEN	RR	Talk & booklet	Takehome book	3
19	Yes	Infs. & SEN	RR & PR	Talk & booklet 1:1	Record Card	3
20	Yes	Infs. & SEN	RR	Talk & booklet 1:1	Takehome book	3
21	Yes	SEN	RR	Booklet	Record Card	3
22	Yes	Infs. & SEN	RR	Talk & booklet	Takehome book	3
23	Yes	All Infs.	SR & RR	Talk & booklet	Takehome book	4
24	Yes	SEN	RR	Booklet	Takehome book	4
25	Yes	SEN	RR & SR	Talk & booklet	Takehome book	4

Notes

* SEN = for children with special needs in reading

** RR = Relaxed Reading
PR = Paired Reading
SR = Shared Reading

\+ Appropriate video shown whenever talk/booklet indicated

NB: 'How Not to Do It' from Kirklees video shown at nearly all meetings.

It can be seen that 96% of Deeside schools run home school schemes of some kind. Deeside is not completely typical of Clwyd. It is, with Mold, the area where the Support Service most forcefully promotes parental involvement and where it is an expectation that all special needs teachers should always enlist parental support for children with literacy difficulties. It is, however, true to say that the County as a whole is moving towards this level of home-school partnership. Much of this is a consequence of the

national publicity given to projects like the Kirklees scheme. However, the part played by the Support Service has been considerable and has been facilitated by its Countywide structure. Incidentally, no attempt is made any more to specifically measure progress of children engaged in home reading. Their progress is regularly monitored anyway, but it is accepted as a foregone conclusion that appropriate parental support will lead to worthwhile reading progress.

Where do we go from here? We need to keep up the momentum. We are at present engaged in revamping our materials. We have established a working group whose brief is to:-

a) Make a new Paired Reading video pertinent to our specific needs (ie local accent; fitting our booklet).

b) Completely redo our Relaxed Reading video which now seems very outdated and "preachy".

c) Add to our trilogy of booklets with another for class teachers, outlining the benefits and main forms of parental support with a list of available resources.

d) Publicise, via the INSET programme and our in-house special needs magazine, just what is available.

Finally, and speaking personally now, debate about methodology is not a trap which I care to enter. Paired or Shared, real or reading scheme books, peer tutoring or chalk and talk, companion teaching or withdrawal: are these really mutually exclusive approaches? One would sometimes think so. We live in a world of educational polarities, sniping at each other across our tightly drawn, ego-lit boundaries, while the children duck below the flak and learn anyway despite us.

What really matters, to my mind, is the quality of interaction which goes on between child and parent and child and teacher. What they work on and what method they are supposed to be following together appears to me to be relatively incidental. I learnt to read with 'Janet and John' and I love reading. I gave my own children every possible avenue into a love of reading and they frequently prefer Space Invaders! If child and adult have books, time and a pleasurable sharing of both, does it really matter if their reading together drifts from some 'pure' technique . . .? The wagon rolls on quite happily whatever the colour of its wheels.

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Trevor Payne may be contacted at Deeside Special Needs Centre, Queensferry C.P. School, Deeside, Clwyd, telephone 0244 821559.

A WHOLE-SCHOOL POLICY ON

STAGE OF SCHOOL LIFE	STRAND A OFFERED TO ALL CHILDREN	STRAND B FOR MORE INVOLVED FAMILIES
DAY NURSERY PRE-SCHOOL PLAYGROUP HOME VISITING SCHEME	Language Games Library ↓ Book Library for Parents to Read TO Children	
LEA NURSERY	↓ Group Meetings to Demonstrate use of both Libraries	Language Workshops (to make and use materials)
RECEPTION MIDDLE } INFANTS TOP	↓ Shared Reading (Reading Simultaneously) Parent Listening and/or Paired Reading	↓ Pre-reading Skills Workshops ↓ Reading Games Workshops (inc. info on school reading curriculum and methods plus opportunity to observe classes)
JUNIOR 1 JUNIOR 2 JUNIOR 3 JUNIOR 4		↓ Reading Consultation Meetings (cf. Relaxed Reading) ↓ Higher Reading Skills Workshops
HIGH SCHOOL 1 HIGH SCHOOL 2 HIGH SCHOOL 3 HIGH SCHOOL 4 & 5		
ADULT		

PARENTAL INVOLVEMENT IN READING

STRAND C	STRAND D	STRAND E
ALTERNATIVES TO SUSTAIN INTEREST THROUGH NOVELTY OR TAILOR TECHNIQUES FOR INDIVIDUALS	FOR THOSE WITH SPECIAL NEEDS	FOR VOLUNTEER PARENTS (ETC) IN SCHOOL OPTIONS
(NB some of these are not well researched, marked *) Paired Reading* (Gillham variant) ↓ Materials-Based* Approaches - Puddle Lane, Read Along Series, Shared Reading Series etc. ↓ Parent & child read* alternate pages ↓ Bryans or Young/Tyre PR variant ↓ Family Reading* Review Groups ↓ Peer Tutoring ↓ Family SSR* ↓ Reading Silently* (Beyond PR) ↓ Reading Solo* (Beyond PR) ↓	Specific Individual Language Programmes + Materials ↓ Portsmouth-type Project to Teach Reading to Teach Language ↓ Specific Pre-Reading Skills Programmes + Materials ↓ Reading TO Children ↓ Reading Together ↓ Paired Reading ↓ PR variants ↓ Pause Prompt Praise and/or Precision Teaching and/or Direct Instruction and/or Token Reinforcement ↓ Renewed Paired Reading and/or PPP/PT/DI/TR ↓ Paired Reading and/or Precision Teaching	· Make Language Games · Language Tutoring 1 - 1 · Co-ordinate Parent Libraries · Telling Stories (group or 1 - 1) · Puppetry/Music + Language · Reading Stories (group or 1 - 1) · Make Pre-Reading Materials · Tutor Pre-Reading Skills · Make Language Experience Reading Books · Make Tape-Text Packages · Lead Small Groups With Reading Games or Computer · Take Photos for Games or Publicity · Demonstrate to Parents (1 - 1) · Home Visit to Solicit Participation · Transport Parents to Meetings · 'Hear' Children Read · Tutor Shared/Paired Reading · Counsel SEN children · Demonstrate at Training Meeting · Practice Checker at Training Meeting · Erect Shelving · Code/Display Reading Schemes · Make Reading Games · Design/Produce Worksheets/Takehomes · Make Dual Language Texts · Help Make a Video · Make Refreshments for Parents or Volunteers · Keep Records · Fund-Raise to Buy Books · Run Creche for Workshop Parents · Run School Bookshop · Help Children Choose Library Books · Co-ordinate Publicity · Chair small Review Groups · Audio-record Reviews and Sample Passages · Escort Public Library Visits · Tutor Low-literacy Parents · Co-ordinate Cross-school Peer Tutoring · Co-ordinate Volunteer Rota · Tutor Reading Silently/Solo · Tutor PPP/PT/DI/TR

PARENT TUTORED CUED SPELLING IN A PRIMARY SCHOOL

Pat Emerson

My first experimentation with Cued Spelling was a pilot project of just two weeks with four sets of children and parents, all of whom had previously participated in Shared Reading.

Cued Spelling is rather like Paired Reading, in that the words for the exercise are chosen by the children. The main surprise was the words which were actually chosen by the children! Had they been selected by myself as a teacher they would not have been nearly so difficult as were the words the children wanted to attack. One boy with great spelling ambitions could not even spell 'they'. The fact that the words were chosen by the children certainly seemed to me to be the most significant thing in their motivation.

The number of words that the children worked on per night averaged three, and the maximum per night was five. The test results at the end of the two weeks were good. The parents reported that all of the children could still spell all of the words in their Cued Spelling diaries at the 'Mastery Review', with the exception of one child who made a slight mistake in one word.

Our experimental period of two weeks was too short for us to expect any carry-over into tackling new words in different situations, but even in this short period there was a very marked gain in the confidence shown by the children, who had all been deliberately chosen as poor or below average spellers and/or readers. One boy was very pleased with his ability to learn words that I considered far too difficult for him. A girl involved in the project actually supplied a spelling to another child who came out to the teacher's desk to ask for it.

I am most interested to find out what the effect of Cued Spelling is on the general spelling of children in everyday situations, particularly with reference to those short words of low semantic and syntactic significance which so many children always seem to get wrong. The crucial question is whether there is any effect beyond the actual numbers of words specifically learnt and contained in the Cued Spelling diary. However, the gains in confidence demonstrated by the children suggest that at least some generalisation to other words is likely to occur.

The parents had rather mixed feelings about their Cued Spelling experiences. From the outset they felt more trepidation about tackling spelling than they had with respect to reading. Certainly the technique gives the tutors a more active role in helping to work out the cues. However, most parents eventually reported that this was not as bad as they had first thought, and they had ended up enjoying their work with their child. They did say however that they had found Cued Spelling much more demanding than their previous experiences with reading, and they were reluctant to carry on the spelling work for many weeks.

My intention therefore was to attempt a more substantial project aiming at a full four week period of Cued Spelling. I felt it might then be possible to continue with another 'burst' after a short break such as a half-term holiday, but clearly it was essential to avoid making the exercise too much of a burden for the parents and children concerned.

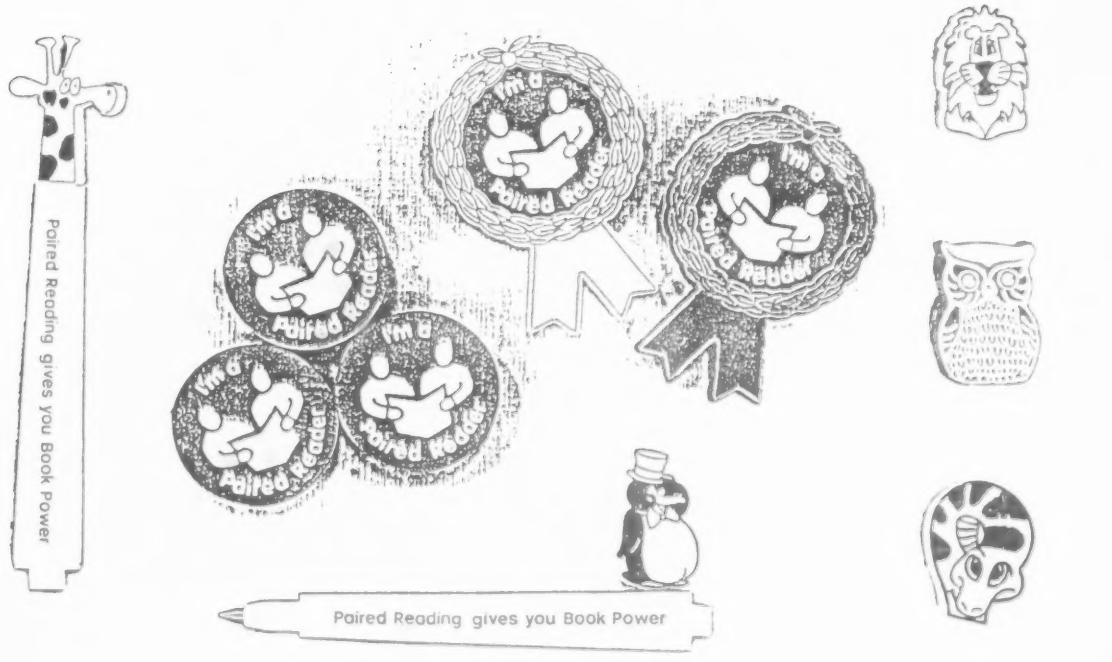
* * * * * *

Mrs Pat Emerson can be contacted at Norton County Primary School, Grove Street, Norton-on-Derwent, Malton, North Yorkshire YO17 9BG, telephone: 0653 692104

Information about Cued Spelling is available from the Paired Reading Project, Oastler Centre, 103 New Street, Huddersfield, HD1 2NA, telephone 0484 535315.

Paired Reading

BADGES & PENS



AVAILABLE FROM THE KIRKLEES PROJECT

CUED SPELLING IN ADULT LITERACY - A CASE STUDY

John Scoble

The technique of Paired Reading is now used quite commonly and routinely with adult literacy or "basic skills" students in various parts of the country. Some organisers deploy the technique in a class or college setting using more able students as peer tutors. In other cases, the Paired Reading is done during a weekly home visit by a paid or voluntary tutor. However, both these forms of service delivery can be fraught with organisational complications. In North Yorkshire, we have taken the view that our students need help and practice much more frequently than once a week if they are to have any realistic chance of making a substantial improvement. Thus we have sought to train spouses, parents, friends and others with whom the students naturalistically come into contact **every day** as Paired Reading tutors. The pilot project of this type is reported in Scoble et al. (1987, 1988), and a pack of resource materials is available (Topping and Scoble, 1986).

Many of our students also have difficulties with spelling, and when we became aware of the development of the technique of Cued Spelling, which shared many of the features of Paired Reading, it was natural to explore its application in the same sort of format - applied by spouses, parents and friends regularly and frequently in the home or other convenient setting. This case study is the story of eleven weeks of work with Cued Spelling by Peter (the student) and Gill (his wife).

At the start of week 1 Peter chose his first two words: 'inconvenient' and 'polystyrene'. On that night's 'Speed Review', both words were correct. The next set of three words were: 'wiring', 'battery' and 'electrical'. Again, all were correct at Speed Review. On subsequent nights, Peter and Gill worked with the following words:- scaffolding, pointing, foundations, carpenter, improvement, extension, joints, installing. Only one of these was not correct at Speed Review (pointing). At the end of the week, Peter scored thirteen out of thirteen in a 'Mastery Review' conducted by Gill, but in a repeat Mastery Review carried out by the adult literacy organiser on one of his weekly visits, the number correct was only eight. It was noted that it sometimes took the pair up to half an hour to work through the procedure on only three words, particularly if there was a need to correct after the Speed Review. The pair had tried the leapfrog signal, but had gone wrong with it, and so had reverted to the basic stepwise procedure. "The question is," said Peter, "Will I remember them tomorrow ...?"

In week 2 the pair worked with:- corner, project, decorating, Scarborough, contents, inside, masonry, timber, engine, ridge, power, chisel, workbench. Speed Reviews followed the same pattern of low error rate, but Mastery Review at the end of the week gave a score of twelve out of seventeen, although only minor errors were made. At this stage the pair were having difficulty thinking of alternative cues with error words. Although the tutor could make suggestions, the tutee preferred to discover them by himself.

Words for the third week included:- closed, should, delivered, gardening, support, protection, corners, together, evening. The words for week 4 were:- drove, another, travelled, contact, receipt, repairs, service, tomorrow, rubbish, bought, guarantee, borrowed. The Mastery Review was done twice for this week. The first time the pair tried it frustration and annoyance resulted, so they simply left the review for an hour and then had another go later the same evening, with a great deal more success. Also, with error words, Gill was beginning to indicate that an error had been made without giving any help about where it was, and Peter was increasingly able to recognise what was wrong by himself, and put it right. It was becoming evident that more sophisticated cues were needed to remember some of the more difficult words.

By week 5, the pair were finding it easier to use the procedure, and it seemed to take less time. Words chosen were:- condition, correct, control, results, plenty, chosen, hatch, before, first, final, right, helpful. At this stage the pair needed a reminder to vary the order of the words on the Speed Review. It was suggested that a Mastery Review of all the words so far should be attempted. This was carried out, and Peter achieved a score of 52 out of 67, a 78% success rate. He made a number of minor mistakes but was largely able to correct them for himself, a further five words being self-corrected in this way. At this stage the pair were beginning to say that "the system" was "quite easy when you get the hang of it". Gill had thought that it was daft at first, but had now changed her mind. This pair did not use the "leapfrog" signal much, but they accepted that if Peter chose less demanding words then they might adopt this part of the procedure more readily.

For the sixth week the words were:- mortar, edge, price, finish, straight, drying, yard, standard, mouth, level. In week seven the words were:- height, strong, should, animals, market, modern, yesterday, collect, holiday, blade, peace. By now the pair were operating the procedure much faster than when they first started, spending as little as five minutes per session. However, the number of words per week had tended to stabilise at around 12, with Peter feeling that if he included more words per session, he would have greater difficulty in remembering them. However, with encouragement he agreed to try to tackle four words per night instead of three. Scores on daily Speed Reviews continued to be very high.

In week 8 words chosen were:- planning, office, offers, private, people, number, extend, increase, yesterday, travel, visit, coast, local, interest, collect, lunch, morning, those, because, almost. Although there were complaints that the increased number of words per session was creating difficulties, only three of the twenty words were incorrect at Speed Review. In week nine, words chosen were:- special, Ivor, friends, doctors, spare, found, August, broken, walked, watched, number, address, stock, village, built, material, factory, modern, caught. Only one of these words was incorrect at Speed Review.

In week 10 it was decided to have a Mastery Review of all words covered in the proceeding nine weeks. Peter achieved 87 correct out of 112, a success rate of 78% again! Peter was very pleased by his performance. He had had to work very hard during the Mastery Review, and thought he had failed a much greater percentage. When Gill "marked" his words he was surprised and pleased to know they were right. Despite the long time lag since his original work on many of the words, Peter clearly remembered a good proportion of the "cues" involved, and this was very pleasing. On those words where he did make major mistakes, he tended to remember the beginning of the word correctly but got lost on the middle or end, where cues were not firmly established. For week 11 Peter decided to tackle some of the words he got wrong during the overall mastery review. He did this, and his Speed Review scores were perfect.

Peter and Gill made various comments about their experiences at the end of their eleven weeks of work. They remarked on how much more swiftly they worked through words as they became familiar with the technique. More recently they had encountered the difficulty of finding new words of relevance or need. Subsequently it was decided to extract new words from everyday reading carried out by Peter (the pair were also involved in Paired Reading).

The cues actually used by Peter largely involved splitting the words up by phonic sounds according to the syllables. It is of course more demanding on the imagination to come up with cues of other sorts. The decision on how to split the word was entirely Peter's, but Gill would assist with sounds occasionally if help was needed. Only rarely would she give any prompting on how to actually split up a difficult word.

Peter used the leapfrog signal little, even when working with shorter words, as he felt he needed to proceed through all ten basic steps in order to be able to remember the words. Gill had found the technique of Cued Spelling strange at first, although by the fifth week she found it becoming much easier. She had kept the instruction sheet beside her for the first two weeks to aid with learning the basic technique. Peter said he found the technique "alright". He felt it had been "easy" to do right from the start (unlike Gill), but had had doubts as to whether it would work. When doing the final Mastery Review in week 10 he had found the "test" was "very hard work". In fact he had lost confidence and patience because he thought he had got a lot wrong, and only later realised that this was not so. He felt he could still remember many of his cues but found difficulty with the endings of words.

Gill had found it difficult to praise Peter, only managing to say "yes" if Peter had succeeded with a word, and Peter complained about this diffidence. However, both Peter and Gill felt that Cued Spelling was "very worthwhile", and they intended to continue with the technique. However, they found it difficult to do both Paired Reading and Cued Spelling on the same day because of the time required.

It seems clear that the technique of Cued Spelling holds considerable promise for application in the adult literacy and basic skills field. We are now using the Cued Spelling technique routinely with larger numbers of students. In the longer run, it will clearly be desirable to evaluate the effectiveness of the technique not only in terms of improved competence on the selected target words, but also in terms of improvements in general spelling ability which are reflected in competence with new words. This would seem to imply incorporating a norm-referenced spelling test as part of the evaluation process in addition to the cumulative Mastery Review. Additionally, evaluation will need to include follow-up in the short and long term. In the meantime, however, other workers in this field are encouraged to try the technique. There is clearly very little to be lost by such an attempt, since more traditional methods based on a brief weekly experience in a class or during a home visit seem to have little hope of making a major impact.

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John Scoble may be contacted at Norton County Primary School, Grove Street, Norton-on-Derwent, Malton, North Yorks, YO17 9BG, telephone: 0653 692104.

Information about Cued Spelling is available from the Paired Reading Project, Oastler Centre, 103 New Street, Huddersfield, HD1 2UA, telephone: 0484 535315. The Ryedale Adult Literacy Paired Reading Training Pack (video and paper materials) is available from the same address.

REVIEWS REVIEWS REVIEWS REVIEWS REVIEWS REVIEWS REVIEWS REVIEWS

PAUSE, PROMPT AND PRAISE TRAINING PACKAGE

Pause, Prompt and Praise is the name given to tutoring procedures designed for use by non-professionals with low progress readers, which were first developed in New Zealand. The procedures have been very well researched in both the United Kingdom and in New Zealand and Australia, and have been found to be effective using natural parents and peers as tutors. Positive Products of PO Box 45, Cheltenham, Gloucestershire, GL52 3BX have made available since Spring 1987 a package of training materials in the technique which include a VHS video, a book for professionals detailing the research background, and a booklet for intending tutors - at the price of £37.00. Postage and packing is 10% extra, unless the order is over £100.

For most practitioners, the crucial part of this package of materials will be those elements which are intended for direct consumption by intending tutors during a training session. However, the reliability and validity of reviewing materials of this kind in any other way except by practical use in just such a situation is doubtful. This review will therefore be divided into two sections, the first giving the reviewer's impressions on an "arm-chair" basis, and the second detailing the effectiveness of the materials in practice.

The video comes in two sections:- "Learning to Use PPP" and "Introducing PPP". The former is the direct training material, largely constituting footage originally shot some years ago in New Zealand which has been re-edited in Birmingham during 1986. The second section deals more with the theoretical and research background, albeit in a fairly simple way, and is presumably intended to be useful in in-service sessions for teachers.

Although the audio quality is satisfactory throughout the video tape, the picture quality on the review copy was poor, particularly on the sections of re-edited New Zealand tape. In the latter case, the picture quality was barely at domestic amateur level. Scenes of tutoring occurring in a home, arguably the most crucial, are particularly poor. During these scenes, the extremely useful device is employed of showing the text being read in a "sub-title" strip running below the main frame. Although this is rather jerky, it is a helpful feature. The New Zealand accents are noticeable in this section of the tape, but on the whole these are not particularly intrusive.

The video attempts to demonstrate the technique in the reverse order, ie it deals first with Praise, then with Prompting, thirdly with Pausing and finally with "Putting It All Together". This reviewer could not dispell a sneaking suspicion that the content of the video may have been more readily assimilable had the aspects of the technique been demonstrated in the "right" order. Under the "Praise" title, the importance of **specific** praise is emphasised,

incorporating explication as to what is being praised, and giving particular emphasis to self-correction and completion of whole sentences without error. Under the "Prompting" title, various miscellaneous issues are introduced in a rather cluttered way, including the difficulties of finding a suitable time and place, and the role of associated discussion and pre-reading of the book in order to tell the child about difficult words and concepts. Only then does this section go on to detail differentiation between semantic, visual and other prompts. Likewise, under "Putting it All Together", we have miscellaneous information about checking the readability of texts and tutor self-checking of correctness of procedure. Greater clarity might have been achieved by dealing with these miscellaneous issues separately. The technique demonstrated is inevitably not 100% perfect, some Pauses being too brief, for instance.

The first (training) section of the video has been made as if intended to run as a complete programme. This section of the tape runs for 22 minutes (excluding credits), and this may prove to be too long a period to maintain the attention of all parents and children viewing, particularly in view of the difficulties in structure previously referred to. Other training videos have been deliberately made to facilitate intercutting of live verbal presentation with video clips, precisely to get round problems of information and medium overload. However, in fairness to the New Zealand workers, strenuous efforts have been made to keep the continuous programme format lively. There is a great deal of intercutting of scenes, and a particularly appealing device is the inclusion of two initially antagonistic and complaining "parents", who needless to say are thoroughly converted by the end of the programme. How typical the complaints made by these "parents" are in relation to UK circumstances is another question. Whether or not the training section of the video is actually over-long, over-complex, and insufficiently clearly structured, is of course something that should be put to empirical test.

The actual sequences of reading tutoring used have obviously been extremely carefully structured and are well rehearsed, and by and large constitute a good demonstration of the method. Unfortunately, the price paid for structure and rehearsal has been the loss of a certain amount of life and spontaneity, and these sequences may strike the onlooker as being rather dull, mechanistic and monotonous. Certainly the PPP technique seems to generate many lengthy interruptions of the child's reading if this tape is anything to go by, particularly when compared to other techniques such as Paired Reading.

Part two of the video tape, "Introducing PPP", runs for a similar length of time, of which half is re-edited New Zealand footage and half is new material shot in Birmingham. The visual quality of the UK footage was, in the review copy, considerably better than the re-edited New Zealand footage, at least in close-up, although it still leaves something to be desired in long-shot.

This section includes brief coverage of three case studies, including useful footage of parents describing their feelings of guilt and frustration with respect to their child's reading failure. This initial section may well be worth showing to some parents. The rest of the second section of the tape is however more appropriate for use with teachers. The history of the original Mangere project is described, including footage shot in homes of parents learning to tutor. There are brief clips of "real" tutoring occurring in homes, although again they seem to be somewhat mechanical. There is a mention on the collection in the original research programme of data on tutoring behaviour from parents via audio tapes. Subsequently the 'case study' parents report on the success of their efforts and associated improvements in confidence, patience and quality of relationships with their children.

The tape continues with Ted Glynn and Kevin Wheldall being interviewed by Susan Colmar at the University of Birmingham. Ground covered includes spontaneous (non-trained) parental tutoring practices, and the difficulties of training parents. United Kingdom peer tutor projects are described and Kevin Wheldall discusses spontaneous teacher tutoring behaviour - which of course is by no means as perfect as teachers would like to believe. There is coverage of a cross-age peer tutor project at a middle school near Birmingham, and the tape concludes with Ted Glynn briefly commenting on the substantial rates of gain found in evaluation studies.

The tape comes with two booklets. The yellow one comprises 94 pages, and is a reprint of the original report on the Mangere project, supplemented by the reprinting of an article by Glynn and McNaughton in the New Zealand Journal of Psychology in 1985, which reviewed a further 12 studies, most of them small scale. Although those professionals who have followed the dissemination of PPP closely will already have both these items, their inclusion in one small handy booklet will undoubtedly be useful for a wider audience who would otherwise have found these items difficult to obtain. The original Mangere research is now rather dated, but many of the PPP studies are distinguished by their attention to detail in demonstrating changes in tutor behaviour. There is virtually no other methodology in the field of parental involvement in reading where such care has been taken to demonstrate that any improvements in reading skill in the children as a result of the input of training to the parents is actually mediated/caused by changes in tutoring behaviour in the parents themselves. Of course, this exercise is very time consuming although very necessary, and one might not expect ordinary teachers running projects to be able to address themselves to the topic in any great detail. However, it seems unfortunate that academic researchers, with more time and money on their hands, have not seen fit to follow this course with reference to other methodologies for parental involvement.

There is no doubt that PPP **"works"**. This has been demonstrated with the method in the hands of a wide range of different tutors. Tutoring behaviour has been clearly demonstrated to change following training, and to have maintained without the continued presence of trainers or experimenters in the longer run. Children's reading ages have increased at from 1.5 to 11 times 'normal' rates. It should be remembered that PPP has so far been almost exclusively applied to children with significant deficits, so these results are particularly encouraging. However, given that PPP operates with texts of controlled readability, closer liaison between home and school with respect to reading materials is necessary than is the case with Paired Reading. There seems little doubt that PPP is superior to the effect of mere extra practice in the one-to-one situation.

The third item in the package is a (blue) booklet for parents entitled: "Remedial Reading at Home: Helping you to help your child". This runs to 20 pages, and has 8 "Chapters". Coverage includes:

1. Arranging a suitable time and place
2. Selecting suitable books
3. Helping your child to be an independent reader
4. Understanding mistakes children make
5. Use of praise
6. Correcting mistakes
7. Checking reading progress
8. Checking tutoring skills

An attempt has been made to make this booklet readable by the average parent, but this has not been entirely successful. As an example of a statement lacking in simplicity and lucidity, try: "you need to remember not to convey disapproval or annoyance". Although the book has been structured into small chunks, there are still an awful lot of chunks, and the readability remains too high. Field workers will undoubtedly wish to produce their own simplified versions based on this original effort. The attempts to give example scenarios in writing are in some cases quite heavy going.

The total package costs £37, and is clearly not cheap. Nevertheless the price is not unreasonable for a package which will undoubtedly have low volume sales, at least initially, and for which the production costs per unit are therefore high. For anyone wishing to use Pause, Prompt and Praise in a reading project employing natural parents, peer tutors, or other kinds of tutors, this package will be absolutely essential, even though you may have your own ideas as to how it is to be actually used. Once you have a substantial rolling programme in operation, the video may become largely dispensible, and you will be able to rely increasingly on live demonstrations from graduates of previous projects. At the very least, one would hope that every Teachers' Centre will contain a copy of these materials for access by interested parties in Local Authorities.

The "arm-chair" review of these materials will be followed by a "practitioner" review, based on actual field trials with real clients.

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THE BELFIELD READING PROJECT: FINAL REPORT

The Belfield Project is very well-known. The name is second only to 'Haringey' in its resonances for those who are deeply involved in the explosion of interest in parental involvement in children's reading which occurred at the beginning of this decade.

Many teachers will already have the previous booklet from the project, which briefly described the approach and methods. This Final Report has been written by Peter Hannon and Angela Jackson and is jointly published by the National Children's Bureau and Belfield Community Council. The report was first published in 1987, the ISBN number is 0902817-33-7, and it may be purchased from the NCB at 8 Wakley Street, London EC1V 7QE, telephone 01 278 9441.

The booklet is 28 pages in extent, and briefly summarises how the Belfield research was carried out, what the local setting was like, how home-school communication was supported through home visiting and the use of reading record cards, details of levels of take-up from the community, how parents actually 'heard' their children read, outcomes in terms of reading test performance, and a summary of the views of the teachers and parents involved with the project.

The booklet is very well laid out, and will provide a most useful summary of the processes and products of the Belfield enterprise for many practising teachers. Many of the aspects of the project work which are briefly summarised in the booklet are written up at much greater length and published elsewhere, and the authors helpfully direct the reader to these other sources at the end of each sub-section. Perhaps the two most important areas of research to emerge from Belfield were, on the one hand, the work on actual parental behaviour when hearing their children read (remembering that no structured training was given), and on the other hand the evaluative outcomes in terms of reading test results. The authors note that even without specific instruction, the procedures adopted at home by parents do not differ radically from those adopted by teachers in school. Parents were somewhat more likely than teachers to wait until a child was in difficulty before offering assistance, and were slightly less likely to be active in trying to promote understanding of the text. Criticism of children was rare but came more often from parents. Although teachers provided somewhat more praise, parents provided a wider range of positive feedback. Reading sessions at home tended to be longer than reading sessions at school and were much less prone to interruption. The reading test results from Belfield were disappointing, although one of the two group reading tests used had also been used in Haringey where much more substantial child gains were demonstrated. The authors hypothesise that differing frequencies of home visiting, different ethnic compositions in catchment areas or different baselines for parental involvement may explain this divergency, but can cite no evidence to support these speculations.

This is a well-written booklet which is easy to read and summarises a great deal of useful information from one of the major parental involvement in reading projects. Every primary school should have one.

PARTNERS IN READING

This is a 23 minute VHS colour video made in the London Borough of Brent and available from the Chiltern Consortium, Wall Hall, Aldenham, Watford, Herts WD2 8AT, telephone 09276 5880. The Chiltern Consortium operates a previewing service, and the cost of previewing is refunded if the tape is subsequently purchased.

The content of the tape has a strong multi-ethnic flavour. It is intended to be viewed as a continuous programme. Although there is a certain amount of voice-over commentary, much of the action shows real parents and children involved in language and reading development activities at home. The "stars" include a mother reading in English and Gujerati to a group of her children gathered around her in the home. Afro-Carribean families are also well represented, in a particularly lively sequence of language extension work in the garden. There is also a (token ?) white family, wherein mother and her two children are seen enthusiastically involved in Shared Reading (i.e. the Reading Together aspect of Paired Reading).

The producers of this video must take a great deal of credit for managing to capture families operating in a relatively naturalistic and lively way. The audio and video quality are quite satisfactory from a technical point of view. The tape shows a wide variety of possible activities in the field of parental involvement in language and reading with primary aged children, and should prove an essential tool for use with groups of parents and teachers in the context of a whole school approach to parental involvement in a multi-cultural area. The tape is reasonably priced. Every teachers' centre and reading resources centre should have one, and many schools will wish to buy their own copy.

DEVELOPING PARENTAL INVOLVEMENT IN PRIMARY SCHOOLS

Roy Long has written a 43 page booklet on this subject which is published by MacMillan Education. The first part of the book is a general introduction to parental involvement, and the whys and hows of the process. Part 2 covers a suggested outline of 4 workshops for school-based in-service training on the subject of parental involvement. The third part of the book gives brief abstracts of what Long describes as "useful reference sources", but many readers will find this rather restricted and out of date.

The first section of the book reads like the condensation of a thesis, but unfortunately much of the useful content has evaporated during the distillation. The real meat of the booklet is in the middle section, where the proposals for the structuring of

workshops are well laid out in practical detail. Nevertheless, for teachers in schools who already have some interest and experience in the area, the structure given for the workshops may seem unduly long-winded and perhaps somewhat simplistic. However, this part of the book will be useful for advisers and inspectors wishing to mount in-service courses in this area, if they have no great experience in it themselves and are working with schools at an early stage in the development of parental involvement.

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A 'high status' aid for the slow learner to replace finger-pointing. The arrow indicator promotes left-right orientation and keeps both eyes focussed on the requisite line of text, while allowing a partially masked view of adjoining text.
Made of translucent plastic, washable and easily carried, its 'high tec' appearance makes it acceptable by all ages.

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CHAPTER 10 WEATHER CHANGES
Meteorologists Watch Air Masses
We have learned that meteorologists tell these things about weather—
the temperature of the air
the air pressure
how much water is in the air (humidity)
the direction of the wind
the speed of the wind
the kind of clouds
Meteorologists also look at another thing to forecast the weather. They look at very large air masses. Air masses are
AIR MASSES
NEW

BEST COPY AVAILABLE

NEWS NEWS NEWS NEWS NEWS NEWS NEWS NEWS NEWS NEWS

KIRKLEES PAIRED READING PROJECT - EXPANSION AND EXTENSION

Kirklees is known internationally for its pioneering work using the technique of Paired Reading to help parents and other non-professionals accelerate children's reading skills. In the early days this focused on children with reading problems, but now many schools use the approach for all children on a mixed ability basis. "Tutors" regularly include parents, volunteers from non-teaching staff or the community, and other more able children. The work has extended to cover ethic minorities, adult literacy and the mentally handicapped.

The Urban Aid funding for the Project runs out early in 1989. Thus if you intend to utilise the services of the Project or obtain any of its materials, **do it soon.**

The Project has widened its scope. The services of briefing, planning, training, materials, finance, liaison, support and review, and evaluation were always offered in relation to Paired Reading. Now the services can be offered in relation to a number of other techniques in the field which have been developed in recent years. Examples would be the training of parents in the procedures of 'Pause, Prompt and Praise', 'Shared Reading', 'Precision Teaching' and 'Direct Instruction'. Schools can also be supported if they wish to develop a more traditional approach involving 'Hearing Children Read' from reading scheme books, or if they wish to develop a more language-based project for nursery children, perhaps on a workshop basis. Advice is also available in relation to the development of a whole school policy on parental involvement in children's education.

A number of schools have already taken advantage of these services. It is hoped that an increasing number of schools will be looking strategically at their overall policy on parental involvement, and seek appropriate support in its development and translation into reality.

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ARROW

ARROW is an acronym for Aural - Read - Respond - Oral - Written, a multi-sensory teaching approach devised by Dr Colin Lane. The method, which involves children listening to their own voices on specially designed tape recording equipment was first designed to help hearing impaired children improve their speech by comparing their own tape recorded voices to recordings made by their teacher. After a few weeks of training it became clear that memory, literacy and other skills were also being improved. More extensive use of the approach in Somerset subsequently showed its potential to help children with hearing impairment, language disorders and delay, mild to severe learning difficulties and specific learning problems.

Aural

The child listens to speech on headsets. Speech can be from a live or recorded voice and is usually provided by a teacher, or parent or volunteer helper.

Read

While listening to the voice the child refers to written material or, if a non-reader, looks at visual support material.

Respond

After listening and reading the child usually responds by imitating the words given on tape (or live) by the teacher.

Oral

The child repeats the utterance given by the teacher and listens to his or her own recorded speech on replay.

Written

When his or her own voice is being replayed the child may be asked to write down what he or she has heard. Non-readers would at this point be required to rearrange visual support material, such as pictures or cartoon sequences.

Aficionados of Paired Reading will immediately see strong similarities between P.R. and ARROW, especially those teachers who have used home-made tape-text packages for children on a language experience basis for use at home.

Readers interested in further details of the ARROW approach should consult an article by Colin Lane in the British Journal of Special Education, volume 14 number 13 pages 99-101. The article was called 'Aiming ARROW at Learning Targets' and appeared in September 1987.

There is unfortunately little detail given in this article of evaluative research on the technique. A mention is made of a small study with 26 children who used ARROW to improve their spelling. Unfortunately insufficient detail is given to allow the reader to establish whether these results were significant. Lane gives case studies of how ARROW is used in various curriculum areas.

There seem to be substantial problems associated with the method. It is said to require adult supervision if used with the very young or less able child, and also requires familiarity with the equipment. A certain amount of time for teacher training is necessary, and in addition to expensive hardware there is substantial software by way of textbook and tapes. However, Lane notes that ARROW can be delivered by school assistants or volunteers. However, at £350 for a kit for one child, it does not look as if Paired Reading enthusiasts need worry about invidious comparisons on the grounds of cost-effectiveness.

EXPECTATIONS

Those teachers who still have any confidence that they can predict in a Paired Reading Project which tutors are going to be the most effective and which tutees are going to respond best should take warning from the results of a project conducted during the last year in Huddersfield at a multi-ethnic school. Half of the children were tutored by their natural parents, and half of the children were tutored by teacher volunteers from the school, with equal regularity. Half of the children were from families originating in the Indian sub-continent, with the associated problems of learning English as a second language, and the other half were white indigenous children.

The results showed that the children who were tutored by their parents on average made bigger gains than the children who were tutored by teachers. Among the tutees, the E2L children showed bigger gains than the white children. Although this was a small project and the numbers involved mean that these differences are unlikely to reach statistical significance, it does give you food for thought . . . !

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NEW MACMILLAN READING ANALYSIS

The NMRA continues to fail to live up to its apparent promise, producing barmy results with embarrassing frequency. The good news is that the revised version of the Neale Analysis (already available and standardised in Australia) is now being standardised in the United Kingdom, and should be available in 1989. Lets hope they make a good job of it!

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IS PAIRED READING A COMMUNIST PLOT?

Readers may remember the piece by Julia Hagedorn in the Times Educational Supplement on 5 June 1987 (page 27). It was the sad tale of Mona McNee, a phonics fanatic. Mona was quoted as saying : "Look and Say, flash cards, initial sight vocabulary, whole word start, Paired Reading, or call it what you will, is not teaching - it is merely practice. Reading should not be about guessing from the context or predicting from pretty pictures, it is what you do with letters." Mona was said to sometimes wonder whether Look and Say was not a Communist plot to destroy our society, render us incompetent economically and plunge our schools into turmoil.

Taking a positive view, at least the existence of teachers like this makes all parents seem normal.

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PAIRED READING STORY BOOKS

Those of you who like Bill Gillham's "Paired Reading" story books, irrespective of whether you approve of the peculiar and inadequate advice he gives to parents in them, will be pleased to note that four new ones are available. These are entitled : "Who Needs A Haircut?", "Scribble Sam", "Last One In Bed", and "Gertie's Goldfish".

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PAIRED READING WITH FRILLS

Those of you who have already read Liz Oxley's article earlier in this issue will have been impressed by the creative and imaginative flair she brought to her project. However, other Kirklees teachers have also come up with various zany ideas for embellishing Paired Reading projects. At Shepley First School, the child participants audio-recorded their own views on their experiences in private during school time, and these were then played back to a large feedback meeting of parents and children in the evening. The children and teachers also set up a Paired Reading "Display Table". This featured examples of their P.R. booklets, which incorporated all their diary cards and the questionnaires from parents and children, suitably decorated by the children with artistic bindings. Not content with this, at the feedback meeting the children all received a Paired Reading Easter Egg (it being the appropriate time of the year) and then had the opportunity to have a slice of the Paired Reading Cake, which had been made and appropriately decorated for the occasion. A good time was had by all.

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NEW TESTS

Two new tests of significance have appeared since the last Bulletin went to press. The Suffolk Reading Scale is similar in format to the Primary Reading Test and the Macmillan Group Reading Test, except it has the advantage of covering the middle school age-range in various levels. It will certainly be worth checking out for those schools who have so far failed to find a satisfactory instrument for monitoring reading standards beyond reading or chronological ages of eleven years.

Altogether more innovative are the Effective Reading Tests - the devisers of these have come up with the stunningly radical idea of asking children to read books! The test covers the four Junior years and each year has a test book of very eclectic content that is used to assess the child's reading skills in a variety of ways and for a variety of purposes. Certainly another one worth looking at - but don't buy thousands until you've tried it out for a few months with a small group of pupils.

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FAMILY LITERACY PROJECT IN MASSACHUSETTS

Readers who have experience with peer tutored Paired Reading will know very well what large gains accrue to the tutors. In some parent-tutored projects, teachers complain that they never reach the families where the parents themselves are of limited literacy. The Family Literacy Project intends to work with the parents and children together in such circumstances, in the hope that by so doing the literacy skills of the parents can be raised. It may well be that Paired Reading will be one of the approaches utilised in this exciting project.

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TAPE-TEXT PACKAGES AND DUAL LANGUAGE BOOKS

An increasing number of tape-text packages are available, suitable for all ages. The Oxford University Press have produced a play-rhyme tape called "Round and Round the Garden" which comes with a book that has stylish illustrations and accompanying hand movements. Many readers will be familiar with the Pickwick combinations of Ladybird hardbacks with accompanying cassette. Such combinations are increasingly available in the Puddle Lane series, also by Pickwick. Marks and Spencer have packaged 30 minute cassettes with paper back editions of "The Tale of Jemima Puddleduck" and "The Tale of Mrs Tittlemouse". Tempo have produced cassettes of three Roald Dahl books: "Revolting Rhymes", "Dirty Beast", and "The Giraffe and the Pelly and Me". The latter is read by Dahl himself. Listen Productions produce the "Tin Tin" cassettes, which come with 62 page large paperbacks. There are six titles in the series so far. Tempo have also produced six 30 minute Pantomime Story Cassettes with illustrated books. The Audio Learning outfit have produced the Wizard of Oz and The Railway Children among a range of 65 minute cassettes which come with easy to read paperbacks.

Ms Cackle's Academy for Young Witches is featured in "A Bad Spell For The Worst Witch" cassette, available from Cover to Cover. Tellastory offer a compendium of "What-A-Mess" stories, a whole hour of Frank Muir reading six stories about his accident prone Afghan puppy. Six Worzel Gummidge stories will be found on a cassette from Conifer. Gems available from LfP include William Rushton reading two hours of Asterix the Gladiator. Also available from here are the adventures of Robin Hood and two cassettes about the life of Heidi. Conifer produce cassettes of the Hobbit and Watership Down, together with a watered down Watership Down called Scenes from Watership Down. For older children or better readers, Chivers Audio Books have a wide range of exciting taped stories for the teenage fringe. Cassettes are now available for all the stories in the big big books (set one and two) of the Story Chest set of reading resources. The stories have been recorded with appropriate sound effects and are suitable for group listening and reading sessions in class, as well as home-based usage. Also available is a cassette of recorded rhymes from the big big maths rhyme books, again with appropriate sound effects. Heinemann have produced a series of "Guided Readers Cassettes" which are available on approval. There are thirteen tapes in the series at the moment, and some tapes cover two separate stories.

Addresses of some of the more obscure suppliers are given below:

Cover to Cover Cassettes Ltd, Deanhouse, Lockeridge, Marlborough SN8 4EQ

Chivers Audio Books, Chivers Press Publishers, Windsor Bridge Road, Bath, Avon BA2 3AX

Listen Productions Ltd, 9 Biscay Road, London W6 8JW

An increasing number of dual language texts are becoming available. Methuen produce the "Terraced House" books, a series currently numbering six books with dual language editions of old favourites in Urdu, Punjabi, Gujarati, Bengali, Turkish, Greek and Welsh. A series called "All About Me", written by Jennie Ingham is available in four titles in five different languages. The series is devised for very young childen but could be used for older children with restricted skills. Dual text versions are available in Bengali, Gujarati, Punjabi and Urdu. ISBN numbers range from 0 216 92273 9 to 0 216 92292 5.

However, the most interesting thing is the arrival of dual language tape-text packages. A group of teachers of English as a Second Language have formed "Side by Side", a company which produces dual language books and cassettes. The stories are illustrated and open-ended to encourage discussion. One side of the book and tape is in English and the other side in Urdu, Bengali, Gujarati or Turkish. Side by Side may be contacted at 90 Palatine Road, Stoke Newington, London N16 8SY.

THE RYEDALE ADULT LITERACY PAIRED READING TRAINING PACK

Contents

(1) News Release
(2) Pamphlet: Paired Reading - HOW TO DO IT
(3) Flowchart: Paired Reading Procedure
(4) Pamphlet: Paired Reading for Adults with Literacy Problems
(5) Pamphlet: The Ryedale Adult Literacy Paired Reading Project
(6) Teaching Notes (for use with training tape)
(7) VHS Videotape: Paired Reading Training (1 hour)
(8) Tutor Evaluative Checklist
(9) Tutee Evaluative Checklist

Information about the much more extensive Paired Reading Training Pack for children is also included.

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Cost = £10.70 plus £1.00 postage Total = £11.70

Further copies of items 2, 3, 8 and 9 may be purchased separately in quantity, in which case postage is charged at cost.

Do not send payment with order. Your order will be despatched with an invoice for subsequent payment.
Write your name (with initials) and address clearly on the back of this form, the name and address to which the invoice should be directed if different, and any additional instructions. Orders from outside Western Europe should specify surface or air mail.

Send your order to: The Paired Reading Project
The Castler Centre
2nd Floor
Cooperative Buildings
103 New Street
Huddersfield
HD1 2UA

Tel 0484 535315

Please note that the video is VHS PAL standard, suitable for use in Western Europe (except France and Greece), the Indian subcontinent, China, much of South-East Asia, Australia and New Zealand, and much of East and South Africa. NTSC and SECAM transfers of this training video to use in other countries are not available from the Project at the moment. Purchasers of PAL standard tapes may arrange for single transfer copies to be made in their own country.

BEST COPY AVAILABLE

PARENTAL INVOLVEMENT IN READING - SERVICES AVAILABLE

Kirklees is known internationally for its pioneering work using the technique of Paired Reading to help parents and other non-professionals accelerate children's reading skills. In the early days this focused on children with reading problems, but now many schools use the approach for all children on a mixed ability basis. "Tutors" regularly include parents, volunteers from non-teaching staff or the community, and other more able children. The work has extended to cover ethnic minorities, adult literacy and the mentally handicapped.

The Urban Aid funding for the project runs out early in 1989. Thus if you have any intentions of initiating or developing work in this field, **you have only a few more months to utilise the services available** (see below). The Project has widened its scope, and can now offer these services in relation to a number of other techniques in the field which have been developed in recent years, eg. 'Pause, Prompt & Praise', 'Shared Reading', 'Precision Teaching' and 'Direct Instruction'. Schools can also be supported if they wish to develop a more traditional approach involving "Hearing Children Read" from reading scheme books, or if they wish to develop a more language-based project for nursery children, perhaps on a workshop basis. Advice is also available in relation to the development of a whole-school policy on parental involvement in reading.

1.	**BRIEFING**	about the techniques for school staff, with video and leaflets, at lunchtime, after school or on in-service days.
2.	**PLANNING**	consultation service to facilitate fail-safe organisation of a school-based project.
3.	**TRAINING**	for children and parents (or other helpers), via lecture, video demonstration and guided practice.
4.	**MATERIALS**	pamphlets for parents and children; support materials for teachers.
5.	**FINANCE**	to compensate teachers who may work extra-contract hours in connection with a project, and defray their travelling expenses.
6.	**LIAISON**	with other agencies who might be helpful can be facilitated, eg Children's Library Services.
7.	**SUPPORT & REVIEW**	visits for teachers co-ordinating school-based projects.
8.	**EVALUATION**	advice and materials can be provided, as can a data analysis service. Extra hours of time for reading testing can be financed.
9.	**OTHER SUPPORT SERVICES**	as requested, varying from time to time. If in doubt ask!
	CONTACT	Keith Topping, Project Leader at the Oastler Centre